DOCUMENT RESUME

ED 086 613 SO 006 837

AUTHOR	Jekel, Jerome R.; Johnson, Robert E.
TITLE	Alternatives in Education -- 54 Approaches.
PUB DATE	Nov 73
NOTE	171p.
AVAILABLE FROM	J. R. Jekel, Mary College, Bismark, N. D. 58501 ($2.50 + $.50 handling. Discount by quantity according to individual arrangement)
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Educational Innovation; Educational Philosophy; Elementary Education; Higher Education; Individualized Programs; *Open Education; Secondary Education; Self Directed Classrooms; *Student Centered Curriculum; Taxonomy; *Teaching Procedures; *Teaching Techniques

ABSTRACT

Fifty-four approaches identify ways by which students can learn, methods for teachers to employ, and approaches to a sequence of studies. A statement of philosophy notes the book's goal of providing a transition from individualized instruction to personalized instruction. The purpose, needs, philosophy and objectives of the open studies program demonstrate how each student is exposed to the three essentials of any educational program: self direction, decision making, and problem solving. The authors developed this open studies program for the college level, but its application extends to elementary and secondary levels. The authors present an interpretation of various taxonomies and diagram a continuum for the innovative teacher. Each of the fifty-four approaches is described in a three or four page format containing a statement of purpose, approach, description, an example, procedures, hints, and evaluation. The approaches range from apprentice, behavior modification and creative dramatics approaches to independent study, media, and national projects approaches. Aside from approaches involving field trips, gaming, and interest centers, there are also those based on psychodrama, seminars, and student contract. The traditional, team teaching and thematic approaches are included along with value, vacation, and travel approaches. A related document is ED 063 752. (KSM)

FILMED FROM BEST AVAILABLE COPY

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Robert E. Johnson
Jerome R. Jekel
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

2.50

ED 086613

ALTERNATIVES IN EDUCATION

SP 006 837 54

APPROACHES

R.E. Johnson

J.R. Jekel

ED 086613

ALTERNATIVES IN EDUCATION--

54 APPROACHES

by

Jerome R. Jekel, Ed.D.
Associate Professor of Education
Chairman, Division of Education
Mary College
Bismarck, North Dakota

and

Robert E. Johnson, Ed.D.
Associate Professor of Education
Director of Graduate Studies
Mary College
Bismarck, North Dakota

November 1973

Copyright, Jerome R. Jekel and
Robert E. Johnson 1973

All rights reserved. No part of this book may be reproduced in any form or by any process without permission in writing from the copyright owners.

Printed by
St. Alexius Hospital Printshop
Bismarck, North Dakota 58501

TABLE OF CONTENTS

Format 1
Preface 2
Philosophy 3
Open Studies 5
Domains 11
The Innovator's Continua 12
No, No's and Yes, Yes' 14
Apprentice Approach 15
Awareness Approach 18
Behavioral Modification Approach . . . 22
Case Study Approach 26
Community Studies Approach 29
Conceptual Approach 33
Core Approach 36
Creative Dramatics Approach 39
Didactic Approach 42
Earn-As-You-Learn Approach 44
Environmental Approach 47
Exchange Approach 50
Field Trip Approach 53
Gaming Approach 56
Garbage Can Approach 58
Grand Canyon Approach 61
Identity Approach 64
Independent Study Approach 67
Inquiry Approach 69
Interest Centers Approach 73
Lab Approach 75
Listening Approach 77
Media Approach 80
Mini Approach 83
Mock Approach 86
National Projects Approach 88
Pair and Share Approach 90
Personalized Reading Program Approach. 93
Pilot Approach 96
Posthole Approach 99

Programmed Approach 101
Project and Activity Approach 103
Psychodrama Approach 106
Reality Approach 109
Relevancy Centers Approach 112
Research Approach 115
Resource Centers Approach 117
Role Playing Approach 121
Sampling Approach 123
Seminar Approach 125
Service Approach 127
Simulation Approach 130
Skills Approach 133
Sociodrama Approach 135
Student Contract Approach 137
Systems Approach 140
Teacher-Oriented Contract Approach . . 143
Team Teaching Approach 146
Thematic Approach 149
Totality Approach 151
Traditional Approach 154
Travel Approach 157
Vacation Approach 160
Value Approach 163
About the Authors 166

FORMAT

The authors feel that a brief explanation of the book is necessary for the reader to understand the reasoning behind the sequence.

The Preface cites the purpose of the book and some of the more salient considerations related to it; e.s., the four suggested steps.

The Philosophy permeates the entire booklet and provides the coherence and unity needed to present one statement and one way of viewing education.

Open Studies is the vehicle suggested for realizing the philosophy.

The Domains form the learning triangle essential to sound education.

The No, No's and Yes, Yes' together with the Innovator's Continua help a teacher to evaluate himself. It also challenges him to answer basic questions related to his beliefs and his point of view concerning education.

The Approaches offer a wide variety of choices to a teacher, without locking him in to any one of the 54 presented. A wise teacher may modify or combine any of the approaches to generate up to 100 additional approaches.

The authors' vitae are found at the end of the book.

PREFACE

Teachers and students are constantly searching for means to resolve the age-old question: How can we make subject matter interesting, relevant, and palatable? Before attempting to answer that question, one should determine what is necessary for a child to learn. Then the question posed above may have meaning. At least part of the responsibility of what a child should learn should be placed on his shoulders. The remainder or the framework into which this determination fits should be decided by professional educators who are open to various ideas and approaches.

The material gathered here is not necessarily new but is an attempt to identify ways by which students can learn, methods that some teachers employ, and approaches to a given study or sequence of studies. The term "approaches" denotes breadth, a way or mode, and does not suggest limitation or restriction. Thus, as you envision in your mind's eye the student seeking to solve the dilemma of commitment, so essential to the learning process, perhaps the list of approaches can be of assistance to the student or teacher.

The question a teacher must resolve is: How may a student be turned on to make a total personal commitment in a positive and meaningful relationship to the learning process? The first step, as mentioned above, is to help the student determine what it is that he needs to know. The second step is how he wants to learn the subject matter. The third step is where, and the fourth step is for how long.

Various segments of this book attempt to aid each teacher in meeting the four steps presented above.

PHILOSOPHY

Prescription perfect education is an El Dorado long sought after but never found. As Don Quixote charged the windmill, we educators often charge the panacea that forever illudes us. There are many who expose the ills of education, but few who herald the significant step toward progress.

The most significant contribution the authors of this booklet feel they can make at this time is to go from individualized instruction to personalized instruction. Because each child is unique, the authors purport that self pacing, relevancy and success, based on the student's interests, abilities and talents, are basic to the development of every child.

Philosophically, existentialism embodies the precepts and concepts put forth in this booklet. If, as the existentialist states, existence precedes essence, then the development of the self must be pre-eminent over the development of all other concerns. It is the right of each person to find out who he is, what he is, and why he is, and to know that he is what he can become. Within the existential matrix is also the idea that the subject-object world is one. This conjugal relationship, in other words, means that a teacher no longer objectifies the student, or vice-versa. To the existentialist, then, the teacher-student relationship can only be meaningful when each looks upon the other as an extension of himself. Conceptualizing this idea in education would mean that all learning is done by both for the betterment of both. This idea would defy the image-making teacher as precursor of all knowledge and the student as a receptacle.

Christian existentialism further promotes the transcendence of self into the selves of others and

into the things of the environment. True understanding, wisdom and belief, then, can only come to that person who first understands himself, then others, and then the world which surrounds him.

In many of the current periodicals and books written about and by teenagers, one overriding idea keeps repeating itself: self identity is vital for life fulfillment. In analyzing the many forces that impinge on a student's time, interests and talents, it is not overly difficult to share some of their perplexity. On the one hand, in and out of school, they are expected to act as adults, but on the other hand, they are treated as children. We ask the student to enter into a democratic world but do not allow him to experiment with the inherent factors of democracy. We ask the student to be responsible but fail to teach him the steps leading to responsibility such as commitment. To ride the crest of the present wave of dissatisfaction over the establishment and its rules is to give vent to their frustration. Some of the widespread destruction, defiance and extremism that one witnesses may well be due to the paternalistic nature of our schools.

Almost all students want and need guidance, firm and consistent, but they do not want to be generalized about and tyrannized over by those whose main objective is to transfer the information in certain books into the heads of unwilling students. If students were given the responsibility for their own education, with the constant advice and guidance of a professional educator, as soon as they could accept that responsibility, we believe there would be less dissension among students and that they would become responsible citizens at a much earlier age.

OPEN STUDIES

Experimentation and innovation are in-words in the lexicon of the present-day educator and others concerned with education. One particular area of change needs to be discussed at greater length. A number of schools have gone to no bells, some have gone to no walls, but few, if any, have gone to no schools. Whether this suggestion appears shocking and unrealistic will depend upon your orientation and openness. If we as educators and parents truly believe in providing the best education possible for our children, we should consider all possible avenues of exploration. One major avenue the authors purport is that of Open Studies.

I. PURPOSE

The Open Studies Program allows students to design their curriculum in terms of their specific needs. Open Studies seeks and promotes all viable alternatives to education.

II. NEEDS

1. There is a need to have more relevant and significant educational opportunities for students. One way to bring about this type of education is to have a number of opportunities open to students.
2. The individuality of students and the need to develop the potential of each student in terms of that student's interests, abilities and talents, coupled with the growing complexity of our society, suggest a variety of programs. The Open Studies Program allows for students to pursue tailor-made programs.
3. Mature individuals must be equipped to deal with the complexity of today's society. Problem-solving and decision-making skills

should be part of a college curriculum. The Open Studies Program emphasizes skills essential to survival in a democratic society over the more traditional and too often archaic requirements so prevalent in our present college programs. The Open Studies Program begins with placing the responsibility for the individual student's education with the student.

4. The learning rate differential must be a factor in college curriculum because each individual learns at a different rate. The Open Studies Program allows students to pursue their academic career at their most optimum learning rate. Thus, students may elect to spend more time in an area that is less difficult. As a result, students may graduate in less than the presently accepted four-year time span.

5. Rising college costs, overlapping requirements and duplications of course offerings too often put education out of reach of many qualified students. Finances from the point of the student as well as the increasing costs to colleges brings into focus a need to reduce college costs. The Open Studies Program can use existing college facilities as well as community facilities in such a way that rising student enrollments do not necessitate additional fixed costs. Furthermore, Open Studies may reduce costs to the student as well as the college by reducing the amount of time necessary for a baccalaureate degree program.

III. PHILOSOPHY

The most important items relegated to the Open Studies concept are several factors inherent in its philosophy. Essentially, the Open Studies is designed to do exactly that which its title implies--it is an open curriculum, open to all

classifications of students, open to change, experimentation and research. Fundamentally, the Open Studies rests on one additional factor--it is open to all conceivable alternatives.

As one views the Open Studies, one should be more concerned with the thinking behind the program than the program itself. The program could be quite restrictive, dependent upon its director and locale, resources and objectives. Hopefully, the Open Studies Program would be open to every conceivable educational need placed upon it by the demands of the different types of students involved. Thus, once the door is ajar, chances are that it will swing wide open and consequently offer the type of alternatives to educational pursuits that are necessary for us to fully comprehend and carry out our function as educators.

The Open Studies Program addresses itself to the following fundamental questions:

1. Is each student a unique individual, different from all others?
2. Do students learn at different rates?
3. Does each student have different talents and combinations of talents?
4. Does each student have different interests?
5. Does each student have different abilities?
6. Is equipping students to make intelligent decisions basic?
7. Should materials be relevant?
8. Should personalized curriculum be considered for students, as opposed to individualized?
9. Should students experience some success each day?
10. Is learning a continuous process?

11. Should the classroom be democratic?

12. What productivity does the teacher develop other than potential?

IV. OBJECTIVES

1. To provide educational opportunities as an alternative to the educational process, encompassing unlimited alternatives within itself.

2. To provide the opportunity for each student to tailor-make his own academic program.

3. To place the responsibility of education on the person for whom it is designed. Provides for self-direction, decision-making and problem-solving, inclusive within the concept of responsible education.

4. To allow each student to develop his own unique abilities, potential, and interests within the time limitations he places upon himself.

5. To reduce the financial outlay of the students, the college, and those who support the college.

V. EXAMPLE

A student entering the Open Studies may elect any combination of the existing variables that might constitute a particular objective or set of objectives which could culminate in a specific career. One example might be a student who wishes to become a history teacher. At this point, two variables are evident--a discipline in history and the need for some professional training in the field of education. As we examine the student, we find that other variables come to the surface, such as the desire of the student to return to his Indian community and teach tribal history on the secondary level. As the instructor puts his finger on some of these variables, he and the student begin to

record the diagnosis and put together an educational prescription in terms of that student's goals.

It may be generally and mutually agreed that the student would attend three colleges that would be beneficial to him in terms of specific Indian lore. The course offering in those colleges may not be the most important criteria, but the libraries and museums attached to the colleges may dictate this choice. The student may then feel that a period of intensive research would be beneficial, far beyond what any college could offer; and thus a period of time in the archives of the student's home state, or Washington, D. C., might become part of that prescription.

These tasks completed, the student may, because of his maturing process, want to change his prescription because it no longer equates to his objectives. Thus, a re-evaluation is in order. The diagnosis may come closer to that which the student is; the prescription should meet those changes the student has experienced. Perhaps the objectives have remained constant, that is, the student still wants to be a high school history teacher on an Indian reservation. At this point, the student might feel that he needs to learn something in other disciplines to become an effective teacher. Eventually the student completes that which he had set out to do and should be able to envision an equation that may have been extremely out of balance in the earlier stages of the program. That equation might appear as:

$$\frac{\text{student = prescription = diagnosis = objective}}{\text{realistic evaluation}}$$

When the process is complete, the equation may appear as:

$$\frac{\text{student = objectives}}{\text{self-evaluation}}$$

The authors feel that Open Studies best allows each student to be exposed to three essential ingredients that should be present in any educational program: self direction, decision making and problem solving.

(Note: The authors developed this particular Open Studies Program for the college level in which they are presently involved. However, this philosophy applies equally well to elementary and secondary schools and is being applied in various communities throughout our country.)

DOMAINS

The authors recommend that any student of education become familiar with the various taxonomies that have been developed. Bloom's taxonomies[1] are highly respected and give a logical rationale for alternatives to learning. Secondly, the domains, as Bloom refers to them, can be used organizationally. Below is the authors' interpretation of the domains. Envision the triangle as an arena of learning, and the three equal sides as doors to the arena. Once inside the arena, all three domains would be in effect. There would be no triangle or arena if there were not the three sides. Teachers merely select the entrance which they find most convenient and comfortable. Recognizing the terminology, one can decide from which side he will enter. There is general agreement that the cognitive has been used perhaps to the point of abuse. The affective and psychomotor should be explored as approaches to learning.

Cognitive
knowledge
comprehension
application
analysis
synthesis
evaluation

Psychomotor
imitation
manipulation
precision
articulation
naturalization

Affective
receive
respond
value
organization
characterization

---

[1]Benjamin S. Bloom. Handbook on Formative and Summative Evaluation of Student Learning (New York: McGraw-Hill, 1971)

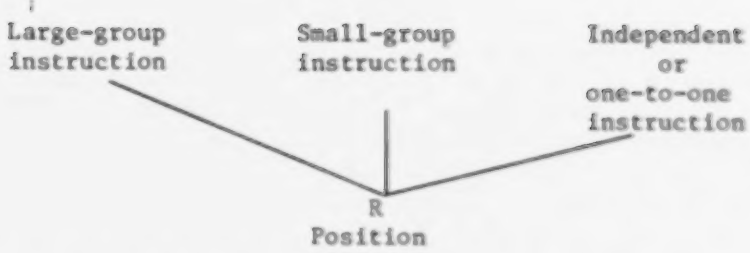
THE INNOVATOR'S CONTINUA

Traditional teachers are primarily large-group orientated. Although there is nothing wrong with this orientation, many present-day educators believe that the best direction is towards the small group and the independent or one-to-one teacher-pupil relationship. Ideally, then, a teacher would be shown moving from left to right on a continuum including large-group, small-group and independent study. The authors advocate experimentation with all three instructional methods each with its own advantages and disadvantages.

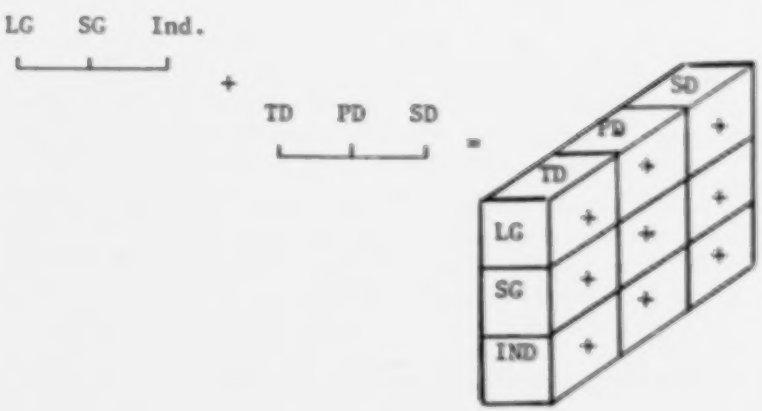
Likewise, the same can be said for the relationship of teacher-directed activities, teacher-student directed activities and student-created activities. Again, if a continuum were constructed, one would have the tendency to move from left to right. The authors advocate experimentation with all three types of activities, each with its own advantages and disadvantages.

A combination of the continua may offer a preferred relationship that neither continuum possesses itself. The responsibility of each teacher should be to experiment and decide upon the right combination at the right time for the students involved.

Position "R" would be preferred by most teachers for it would include the greatest range of possibilities for them and their students. On the one hand, they would not stagnate by what has happened, and on the other, they would not adopt approaches unsuited to them or their students.


Large-group instruction
Small-group instruction
Independent or one-to-one instruction
R
Position

Teacher directed
Partial directed
Student directed
R
Position


LG
SG
Ind.
TD
PD
SD
LG
SG
IND

THE NO, NO'S AND YES, YES'

A traditional or contemporary jargon has set in. Texts, bells, grades, for example, are considered inseparable from the typical school setting. Perhaps words such as pride, commitment, loyalty should be substituted. For your consideration and comments, the following list of No, No's are paralleled with what the authors believe are meaningful substitutions.

No, No's	Yes, Yes'
texts	sense of inquiry
tests	sense of accomplishment
bells	responsibility
credits	satisfaction
grades	pride
2 x 4 x 6 *	relevancy
schedules	self direction
classes	accountability
requirements	sense of fulfillment
daily attendance	commitment
buildings	learning centers
teachers	counselors
homework	continuous education
school terms	year-round school

Just as you moved from left to right on the continua and answered most or all of the questions on the preceding page in the affirmative, you should, insofar as your individual perspective allows you, move from the No, No's to the Yes, Yes'.

The ideas herein are not meant to be exhaustive, but rather representative of the changes in attitudes and values that impinge on a more open-type classroom or open-type school.

* 2x4x6 = 2 covers, 4 walls, 6 hours

APPRENTICE APPROACH

Purpose

The purpose of the Apprentice Approach is to bring together the master and the student. This may be done in the world of work or in the classroom. The chief concern of this approach is to allow a student who has a particular interest, ability or skill the opportunity to work with an experienced person or master in that interest, ability o. skill.

Description

Students may learn any skill faster, easier, better and for a longer period of time through the Apprentice Approach than by sitting in a classroom. A combination of observation, modeling, evaluating, modifying and redoing provide students with the optimum factors for a good learning situation.

Example

A student may wish to learn some particular carpenter skills. If his instructor in IA is not competent, he would arrange for the student to work with a person possessing those particular skills, whether another student or a local craftsman. Students could apprentice in clerking, banking or any other area where on-site and master apprentice partnership arrangements would seem to be the most effective and beneficial way to accomplish a particular objective.

Procedures

1. Initiate the Apprentice Approach with a series of conferences.
2. Construct a contract which spells out the objectives and procedures that will be employed.

3. Keep the three phases--observation, participation and internship--flexible.

4. Have the student spend a reasonable length of time observing the role of the teacher. Conferences should be built into this phase to explain and point out the more subtle aspects of the teacher role that might go undetected when observed by the untrained eye.

5. A stage of participation should follow whereby the student operates on task and semi-professional level. The same guidelines should be employed for this level as the observation level.

6. The intern level is where the student is functioning as a paraprofessional or semi-teacher. This level should be extremely flexible and personalized; and a constant re-evaluation of the original objectives, or at least a review of the objectives, should be a part of the intern level.

7. A formula should be worked out whereby hours and books can be weighed in terms of credit. Thus, a student knows after a given number of hours and books that he will receive a given amount of credit.

Hints

1. Be sure that personalities involved are compatible.

2. Be sure that the objectives are carefully spelled out.

3. Be sure that a program is carefully written and mutually agreed upon.

4. Build into the program enough flexibility so that deletions and additions can be made as growth, maturity and change dictate.

5. Keep the program open-ended. A systems type program is vulnerable and could be fatal.

Evaluation

Evaluation of the Apprentice Approach may be based on two major phases: (1) the responsibility of the student to be at the appointed place on time and not to shirk in any of the duties assigned to him; (2) the responsibility to demonstrate proficiency in the work undertaken and to show sufficient knowledge to warrant the granting of credit. The amount of knowledge may be determined by tests and/or reports.

NOTES

AWARENESS APPROACH

Purpose

The purpose of the Awareness Approach is to have a student tune into his surroundings and become conscious of that which directly and indirectly affect him.

Description

Students in today's society must become more conscious of the forces that shape and mold their lives. These forces can be psychological, sociological, physiological, political, religious or other phenomena related to the society in which they live. The basis of the Awareness Approach is to increase the harmony that exists between a person and his total environment. As Henry David Thoreau said, "Man ought to cut a broad swathe, but shave close. He ought to drive life into a corner to see what it is made of." Students need the opportunity to examine those forces and hopefully to understand their effect on each person's life.

Example

A small group of students wish to study poverty using the Awareness Approach. After considerable discussion, it is agreed by all that a three to four day live-in will be arranged in an inner-city setting. Awareness houses, churches, missions or some other form of action group can be contacted to assist in the necessary arrangements. Students involve their parents, teachers, administrators, as well as their counterparts in the planning. During this three-day live-in, they will shop, participate in school and other group activities and have gab sessions planned for the evening. The follow-up for each day's activities is a general session

wherein the students relate their experiences and attempt to identify their new awareness. This large group activity is followed by a 15-minute period of solitude for contemplation. Diaries or log books are kept to recount the experiences and the awareness gained as a result of their study. The students return to their home school for some follow-up study and culminate their activity with the necessary gratuities. Invitations might be sent to their counterparts to share that personal experience, but in a new setting. It is highly recommended that the teacher share the experience with the student or students.

Procedures

1. Identify the particular facet or aspect in which a student would like to be involved. (Please read the example)
2. Confer with students and parents, teachers and administrators as to the feasibility of the experience, time involved, costs and credit hours to be earned.
3. Divide the life support duties equally between all students so they all have sufficient time to participate in the awareness activities.
4. Plan a series of activities to alert the conscious as well as the subconscious mind to the topic under study.
5. Brainstorm through the successful encounters as a final day's activity.
6. Attempt to determine why certain activities were successful. If you can find the keynote, design or redesign the next day's activities in keeping with the successes already experienced. If interviews, for example, are less successful than drop-in or participation-type activities, then redesign the forthcoming activities in

light of that change which you know will be beneficial and worthwhile.

7. Group discussions are essential to the success of the Awareness Approach. Different members of the group will experience different sensations and should, via dialogue, relate these to one another.

8. A log should be kept and activities rated so that any analysis or evaluation can move towards an objctive interpretation.

9. Thank you letters, coke parties and the like, are extremely important, for they bring out the informal aspects.

10. Each student, after the completion of the time or the activity, should discuss in writing his awareness, reinforced awareness or new awareness of the subject under study.

Hints

1. An extreme degree of sensitivity is involved in this approach; thus, students and adults alike should be carefully selected.

2. Objectives can be set but may not necessarily be adhered to; they may have to be redesigned. Informative data may be sought, but primarily one is concerned with feelings.

3. Due consideration should be given to the group as a whole.

4. Duties and tasks should be relegated to a minor role and not dominate the total experience.

5. Exchanges, get-togethers, socials and gab sessions should be informal, but preconsideration should be given to avoid offending anyone.

6. Time should be allotted for serious contemplation.

7. A pilot experience might be attempted to forewarn the group of pitfalls.

8. Special considerations might be clothes, amount of spending money and actions that might prove offensive to those outside one's own group.

Evaluation

The evaluation, even though subjective, will somewhat rest on the premise that the teacher, in his best professional judgment, realizes a change has taken place in the student. It is important that the affective domain be pre-eminent in the evaluation. A student's attitude toward the subject should be considered in the pre and post situation. The process by which the student fulfilled his interests should be second, and the cognitive information gained should be third.

NOTES

BEHAVIORAL MODIFICATION APPROACH

Purpose

The purpose of the Behavioral Modification Approach is to change a specific identifiable behavior such as nonparticipation to participation.

Description

The Behavioral Modification Approach is based on the general notion that behavior is to be changed or modified. Behavioral modification employs such motivational devices as token economies, extrinsic rewards and other forms of immediate reinforcement to change a passive interest in a subject to an active interest. Not only does behavioral modification motivate the student to become an active participant, but it also helps him to see the desirability of changing and modifying his behavior to help him attain his goals. Rather than punishing a student for poor behavior, a student is rewarded for good behavior.

Example

A teacher of economics might feel that the class could be interesting but fails to see at the moment how the students can become actively involved and excited about such terminology as the Dow Jones average, the gross national product, and consumer indexes. A simulated economic system could be developed whereby grades would be substituted or converted to money, such as A = $1,000, B = $750, C = $500. All projects and activities would receive these dollar values which students could use at their own discretion. They may bank these dollars or invest them. Thus a class bank, a class brokerage, as well as other economic institutions, could be simulated in class and units of study could be designed around their functions.

Simulated dollars used as tokens would be awarded as close to the evaluation as possible.

Procedures

1. The instructor should make up all rules and regulations in advance. This should include guidelines, tokens, tally sheets, evaluation procedures and techniques and accounting, banking and distribution procedures.

2. Establish a review board of students to study and become familiar with the rules and the system as a whole. This board can bring to the attention of the instructor any inequities in the system. This action takes away the complete autocracy of the system and makes it more a part of the democratic process. Lastly, a board of this nature acts as a feedback whereby the success and failures of the program can be evaluated and reassessments made.

3. A token economy must provide for a complete system of earnings and rewards and means of distribution and exchange. If the student enters into the mainstream of this system, he takes on certain behavioral characteristics necessary for him to accomplish his goals. Thus in a classroom where students appear nonmotivated, a token economy form of behavioral modification could be established. The number of tokens obtained by each student could indicate the enthusiasm and degree of motivation taking place in the classroom.

4. Establish a very definite system of evaluation. If the accumulation of tokens are to be used, stand by this system until the task has been completed. This hard data is necessary to ascertain the success of the system. Daily results should be charted for each student. Eventually the students will recognize that

they have changed and tokens will no longer be necessary. Be sure that the desired behavioral change is spelled out clearly in your objectives. A token economy is as hard, cold and calculating as a real economy. A teacher must face this fact and be prepared for success and failure.

Hints

Behavioral modification may appear to be somewhat materialistic; however, when the token economy or reward technique is used, it is very effective. The following hints may be helpful when using a system of token economy.

1. Have all basic rules worked out and understood by all parties concerned.
2. Have a definite system or value placed on routine tasks and other duties so that specific token amounts can be awarded for the compensation of tasks.
3. Build into the pay system a quality control so different amounts can be awarded.
4. Immediate reinforcement is essential to this system. Payment should be made within the same school day that the task or duty is performed.
5. Award tokens or punch a card. This overt act is in a sense recognition and a part of the intrinsic reward system that hopefully will eventually take over. At this point, however, all rewards are extrinsic and extremely materialistic except for this simple act of recognition. This is the beginning of the modification of the behavior sought.
6. You may wish to have a clearing house or bank to record at the end of a day and redistribute or reward at the beginning of a new day.

7. No matter how small the unit the token represents, it should have an accumulative power of barter or trade for something of value. Thus a person earning tokens could trade them in for specific free hours, privileges, points toward a grade or conduct report, Green Stamps, or even money. Green Stamps and money are often used in closed systems such as mental institutions, industrial schools and prisons where funds can be allocated for this type of exchange system.

Evaluation

The major consideration should be based on the success of the modification of behavior desired. If a student lacks self confidence, for example, but gains a reasonable degree of it after a designated period of time, the modification has been successful. The number of tokens or other extrinsic rewards could be tangible evaluative evidence. Any combination of concrete or abstract elements may be used to arrive at an acceptable evaluation.

NOTES

CASE STUDY APPROACH

Purpose

The purpose of the Case Study Approach is to involve students in decision making and problem solving as they relate to people in various situations. It also stresses the inter-relationship of knowledge.

Description

Regardless of the subject, a case study may be devised to include a valuable learning experience for the student. In that case studies involve theory and practice, the results of such an approach should prove revealing and educational.[1]

Example

The teacher wants his students to understand something about citizenship. He hands each of them a case study about three teenagers who vandalize a neighbor's property. Their parents have political influence in town, so the teenagers receive a verbal reprimand and are set free. More particulars are found in the case study. The teacher divides the students into five buzz groups to discuss the situation. (Guide questions are included.) After a period of time the students reassemble as a class and discuss the different points of view presented. Dependent upon the teacher's objectives, the more acceptable solution could be presented.

Procedures

1. Start with prepared cases.
2. Distribute copies to groups of 8 - 12 students. You may wish to use the whole class. Ask them to read it and underline the significant words or passages.

3. Development of the case study could include:
   a. Identifying the basic problem.
   b. Identifying the basic issues.

4. Analyzing the problem:
   a. What are the facts?
   b. Who are the primary and minor actors?
   c. How are they associated with the problem and what is their relationship to each other?
   d. What are the attitudes of the different persons towards themselves and others?
   e. What precipitated the situation or problem?
   f. Is anyone guilty of illegal or discriminatory acts or practices?

5. What alternatives exist?
   a. Should someone be punished? Who? Why?
   b. What type of punishment should take place? Why?
   c. What would be the consequences?
   d. Should outside help be brought into the case?

6. Generalizations
   a. What values and principles need to be considered?
   b. Has anyone experienced or known of a similar situation or problem?
   c. How does the case affect each student?

Hints

1. The teacher should place the responsibility of developing the case on the shoulders of the students. He should only enter the case when absolutely necessary.

2. One person could be assigned the role of fact-identifier, problem-recognizer, problem-solver, suggestor of alternatives and generalizer (after each student in the group has had an opportunity to react).

3. In order for each student to react, the teacher may request each one to write down his reaction to the various phases first. These should be collected right afterward.

4. Students should not be forced to come to a concensus. One of the purposes of the case study is to force students to think. Concensus may discourage this.

Evaluation

Evaluation would be based on participation in the decision-making and problem-solving processes, and on the validity of the conclusions drawn, in oral or written form.

NOTES

COMMUNITY STUDIES APPROACH

Purpose

The purpose of the Community Studies Approach is to allow students to expand the academic campus into the civic community. When a student is fully involved, or a group of students are completely dispersed into their community, the school will become part of the community and the community part of the school.

Description

The Community Studies Approach basically implies that the major portion of the learning experience takes place in a community setting. This could be the community in which the school is located, using those agencies and personnel who could help a student better understand a particular idea, vocation or avocation. By no means, however, should a student be limited exclusively to that particular community. Each community has agencies whose personnel, through experience, have become experts in their field. Rather than bring the experts into the classroom, the student goes to the expert, thereby gaining a much more meaningful experience by on-site association.

Example

A student interested in city government might attend city commission or council meetings to become aware of the types of issues that are part of the day-by-day operation of a city government. After learning about some of the general aspects of city government, the student would select a specific assignment, such as the city auditor's office. His on-site learning experience could include becoming familiar with office personnel and procedures, possibly assisting with reports and studies that are being carried on by this segment

of city government. Outside readings could supplement this on-site learning experience, giving the student a broader background in city government.

Procedures

1. The instructor should have available a list of all community resources, including people, places, agencies, institutions and sites that might be used in this educational technique.
2. The student should select from this directory the activities and projects that he intends to complete as part of his study.
3. Transportation should be a very definite consideration.
4. The necessary approval from parents and administration should be obtained, as well as adequate insurance.
5. Contact should be made with the educational work experience sites so that there will be no misunderstandings.
6. A contract should be established listing all the activities, readings and objectives that the student wishes to accomplish as a part of his Community Studies Program.
7. Procedures should be worked out so that students will follow through with such items as letters of introduction, reports, thank you letters, all of which aid in good public relations.
8. As a student moves through his obligations, he might keep in mind that any information he can feed back to the directory would be extremely beneficial to succeeding students working with a Community Studies Program.
9. The student should then commit himself to follow the procedures that he has established and

should complete the responsibilities that he set out to do.

10. The student should culminate the total program in the type of report that might be beneficial to one or more of the agencies that was used as part of the student's Community Studies Program.

Hints

1. Students, counselors, teachers, community resource people as well as parents, should constantly be advised and consulted as to the program and objectives of the students involved.

2. Periodical meetings or seminars should be scheduled to determine the effectiveness of the experience. Necessary modifications should be made in the program so that it might operate more effectively. Personal considerations, assignments, responsibilities should all be carefully examined at these meetings.

3. A program of public relations should be worked out to mutually benefit the student, the educational institution, and the cooperating agencies.

4. A system of feedback should be established to ascertain the impact and effect that the program has on the general community as well as the specific cooperating agencies.

Evaluation

Evaluation would be more subjective in the Community Studies Approach. A great deal of emphasis would be placed on any change of feeling, opinion and attitude toward city government. The cognitive portion of the evaluation could be based on a written essay concerning any one or combination of facets of city government. A project in

which the student would develop a scrapbook or some other form of report to indicate this growth and his understanding of city government could also be employed. Combinations of these evaluative methods could be incorporated into a final determination of how much a student has matured in his attitude towards city government.

NOTES

CONCEPTUAL APPROACH

Purpose

The purpose of the Conceptual Approach is the assimilation of integrally related material that develops a point of view within a discipline, thus a student may see more clearly the total significance of a subject.

Description

Characterizing the Conceptual Approach is its freedom and flexibility. It allows a teacher to limit its use to any part of one discipline or extend it to include many disciplines. Basic to conceptualizing is divergent and convergent thought, which allows a student to view one idea from many different aspects.

Example

War, for example, may be studied as an evil or as a necessary means to arrive at an end that one or more countries wish to reach. Students may develop bibliographies that include documentary, political, economic, social and religious data to justify their points of view. They may write reports, hold debates, have discussions and become involved in simulations to test their true beliefs and values.

Procedures

1. Select the theme or topic to be employed by the student; for example, man.
2. Identify a number of inherent qualities or factors that will be pursued relative to the theme or topic such as political man, social man, religious man.
3. Settle for a specific number of inherent factors.

4. Pursue a course of study for each factor selected that will culminate in an understanding of that factor. Realize that each of these satellite studies will in itself be quite limited; for example, a student may wish to pursue political man for a week, religious man for a week and social man for a week.

5. Once the satellite studies are complete, the student has, in essence, accomplished the first rung of Bloom's taxonomy; namely, acquiring knowledge.

6. Methods should be developed to have the student recognize the other rungs of Bloom's taxonomy. Furthermore, the instructor and student should work out each level of learning. (Please note Bloom's taxonomy, cognitive domain.)

7. Finally, the student should pull together the satellite studies into one comprehensive notion. This is essentially the process of conceptualization. How the student now views the topic or realm of man is the student's new concept.

8. The student must recognize that even though his new concept is much broader and perhaps deeper, it still is limited.

Hints

1. The Conceptual Approach is a closed-end approach, prestructured by the student.

2. This approach ends with the recognition of conceptualization.

3. One major difference between the Conceptual Approach and the Totality Approach is that the Conceptual Approach recognizes that it has prestructured limits whereas the Totality Approach continues to seek out and pursue additional satellite studies for an indefinite time.

4. All students should be exposed to the Conceptual Approach so that they may experience first hand the levels of learning. Furthermore, these levels should be pointed out so that the student may recognize on what level he operates most effectively and what skills he should develop to progress to higher levels.

5. The Conceptual Approach can be used as a very objective means of illustrating to students and evaluating students' learning.

6. This approach is difficult to initiate but very rewarding once under way.

7. Students with high achievement records or those who have shown an aptitude toward a high level learning process are candidates.

8. One recommendation is that extreme patience be exercised in regard to time, for it needs sufficient time to develop.

Evaluation

A caution--this approach is probably one of the most difficult for it involves a very sophisticated level of learning and academic discipline. The student gathers data through reading, interviews and discussions with one goal in mind--to conceptualize, to leave the study with a conviction, a belief or notion that he can defend. The study does not create a closure as might be suspected. The student experiences a change but at the same time recognizes the fact that the belief established is limited, and, therefore, more a beginning than a conclusion. The instructor can measure the materials read, notes or log developed, or the reports submitted. A subjective evaluation may be accomplished through a dialogue having the student defend the concept in terms of data collected, his logic and interpretation of current happenings on the local, state, national and international scenes.

CORE APPROACH

Purpose

The purpose of the Core Approach is to integrate subject matter from two or more disciplines to demonstrate the unity of learning in relation to persons, places, events or any other phenomena worthy of study.

Description

The Core Approach includes teachers or teaching teams, which may involve students, in two or m ore disciplines. They combine their talents and resources to construct a learning unit consisting of specified elements of each discipline.

Example

Space exploration may be the subject. If so, the science and math divisions may be responsible for presenting the basic information. The social science division may use different approaches to indicate and reflect the changes as they affect people. The opinions and facts related to the study may involve oral or written reports or some other medium. The industrial arts division may produce models of spacecraft, constellations and other objects involved in space exploration.

Procedures

1. The disciplines to be used should be identified --such as English and social studies, math and science.
2. Agreement should be established as to which discipline will be the parent or dominating discipline and which will be dependent. For example, social studies could be the dominant and English, the dependent.

3. A social studies syllabus should be developed so that various units, topics and time periods can be identified.

4. The English portion of the core should be designed to supplement and complement the social studies lessons. Thus, if the Civil War were the social studies topic, English and literature projects and activities could be designed compatible with the selected theme. Plays, dramatizations, readings, poems or perhaps the total American literature as well as European literature focusing on the Civil War could be made available.

5. The teacher should be cautioned to keep in balance the disciplines involved. A major criticism of the Core Approach is that too often social studies or the dominant discipline is given too much attention; consequently, other disciplines suffer.

6. The Core Approach has a distinct advantage in that it adapts an element of relevancy to topics, unifies an area of study and allows students to have more breadth and depth of understanding in such areas as the humanities, culture and heritage.

7. It is recommended that duplicate back-to-back blocks of time be used; that is, a student would spend two class hours or periods with a teacher or teachers.

8. It is also recommended that a team approach be employed.

Hints

1. In the Core Approach, students and teachers have the opportunity to do real in-depth and comprehensive studies. They should not pace themselves at a rate or try to accomplish feats that would distract from this advantage.

2. Projects and activities should be highly encouraged.

3. Small-group discussions should be employed so that students might verbalize their feelings from the viewpoints of various disciplines.

4. Teachers should always be on the alert to the possibility that one discipline may give way to another.

5. Room and other physical facilities should be adequate to create an informal atmosphere where students can pursue topics at their own rate and dependent on their interests.

Evaluation

Several means of evaluation may be employed, such as objective tests and pre and post tests. Evaluation might be employed on pre-planning, product design and cooperation. A realistic measure could be employed, judging the total project on the sole basis of its ultimate success. Students could be evaluated on the basis of their participation in the planning and execution of the core.

CREATIVE DRAMATICS APPROACH

Purpose

The purpose of the Creative Dramatics Approach is to allow students to work with different forms of communication in a meaningful and creative manner.

Description

The Creative Dramatics Approach, when properly employed, can unite the many forms of communication that we use. Teachers can assign students various tasks with the sole purpose of demonstrating the many forms of communication available, such as speech, writing, sign language and innuendoes. As students work in each of the areas, they become more and more aware of the complexities of clear and concise communication.

Example

Mrs. Jones, the teacher, has decided to have a creative dramatics class to help students understand more about nature. The class of 25 is divided into groups of five each, and each group is presented with an idea. One group pretends that one member is an apple, another a worm, another a little boy who wants to eat the apple, another the boy's mother who scolds him, and another a horse who finally gets the apple. A second group centers on rain, a bee, a flower and the flower being picked by a person and enjoyed by many. The third group involves a fly meeting another fly, a person, a piece of food, a spider and the epilogue. The fourth group could involve the four winds and a person asking each of them its reason for being. A fifth group might involve a controversy among a great oak tree, a small pine tree, a chokecherry bush, a rose bush and the grass over which is more important. (Students may offer other suggestions

or modifications of the ideas presented.) At this point, Mrs. Jones has given instructions and her role as instructor ceases; she becomes an observer while her students become participators and learners.

Procedures

1. The teacher must determine whether or not he or she is patient enough to employ the Creative Dramatics Approach.
2. The teacher should work with other teachers experienced in this area, through discussions, observations and reading as much as possible in the area.
3. The teacher should try short warm-up exercises to determine whether or not the class is ready for a creative dramatics experience.
4. Once the teacher and class are committed to creative dramatics, they should spend some time determining goals, the length of time for involvement and how the experience will be evaluated.
5. When the stage is set, the instructor should give the students objectives that are specific enough to provide direction, but not so specific that they stifle creativity.
6. A directory or list of possible activities should be designed, employing every source that might be helpful.
7. Students should be encouraged to write up their own tasks and means of evaluation along with guidelines.
8. Once the assignments have been made, the teacher should aid the students whenever and wherever possible, but should be extremely cautious not to overdirect at this point.

9. The teacher should take on the role of observer.

10. The teacher should be available at all times to help students when they may experience difficulty or have questions.

Hints

1. The teacher must be sensitive to the attempts, and perhaps amateurish performances of the students but should not ridicule them.

2. The teacher must learn to use delicate but firm constructive criticism.

3. The teacher must be aware and concerned about student needs that may be met through creative dramatics.

4. Teacher and students should agree upon the means and weight of the final evaluation.

Evaluation

Special attention should be given to some of the inherent factors of the affective domain, such as social presence, self image, leadership and creativity. Perhaps students and teacher can record the progress and growth factors that occur as a result of the creative dramatics experience. Also, special attention should be given to the psychomotor domain where the teacher, with the help of the students, can observe and record the deficiencies as well as growth rates and patterns. Cognitive evaluation can be judged on such factors as vocabulary growth, enunciation, pronunciation, role memory tests and role authenticity check lists.

DIDACTIC APPROACH

Purpose

The purpose of the Didactic Approach is to substitute real or simulated life situations in place of rote memory exercises.

Description

The Didactic Approach may be used by an instruc tor to develop a particular learning process. It builds on the basic skills and information that students possess. In mock, gaming and simulation approaches, a breakdown may occur because the student is not familiar with a given process or technique vital to a lesson. A didactic unit is introduced at that time.

Example

The students may be enthusiastic about a lesson involving a mock trial but are unable to move effectively because of the lack of knowledge in court room proceedings. Thus the mock trial could be stopped, a didactic unit introduced on trial proceedings, and eventually when the skill has been mastered, the mock trial continued. An instructor may use didactic as an objective. In the back of the instructor's mind, courtroom procedures may have been the instructor's objective; the mock was just a way of motivating and getting students involved to the point where they saw a need to master the skills around courtroom procedures.

Procedures

1. It is recommended that commercial materials be used to reduce the time factor.
2. The student will then confer with the instructor to get an overall picture of the tasks to be undertaken, the general guidelines, and to

become familiar with the materials to be used. Thus, a verbal contract will be established as to dates, assignments, tasks and general responsibilities to be assumed by student and teacher. If necessary, this could be in writing.

3. The student will then proceed to complete the task as suggested by the instructions within the didactic unit.

4. The student would conclude the work by having a conference with the instructor and both mutually agreeing that the responsibilities contracted for were fulfilled.[1]

Hints

1. The teacher should be extremely familiar with the total didactic unit package as students will often have questions of a technical nature, such as "What do we do next?" or "How do we complete this form?"

2. Most commercial didactic units are well constructed so the necessary skills can be comprehended by the student.

Evaluation

Traditional measurement and evaluation techniques would be in order concerning this approach. A suggestion would be to use diagnostic and mastery testing to discover how much a student knows, and how well he has learned what he did not originally know.

EARN-AS-YOU-LEARN APPROACH

Purpose

The purpose of Earn-As-You-Learn Approach is to allow students to enter into the world of work and at the same time earn due academic credit. It attempts to nullify the notion that a paycheck and academic credit must be separate.

Description

The business world has much to offer in strict academic terms and is able to identify the specific knowledge and skills necessary to a particular business. Students may earn credit in relation to what they learn and earn. A student may be employed part-time, full-time or during the summer and receive credit for that employment.

Example

A student may be working for a local department store; his hours are such that he is unable to attend his social studies and business classes. After a few weeks on the job, the student discovers that he is excited about the job duties and eventually comes to the decision that a great deal of practical knowledge is being acquired and that he has an opportunity to apply that knowledge. He meets with his social studies and business teachers to find out if they would be willing to help him develop contracts to meet the requirements of both courses. In social studies, the emphasis of the contract may be on applied social psychology as it relates to a retailer and his customers. A student may meet the requirements of a business or related courses by recording empirical evidence of a given theory found in one of the texts used by his school system. The student could arrange and conduct a tour for his classmates as a part of his business course contract. In essence the student and the

teacher are concerned with identifying the skills and knowledge that can be learned, evaluating the quantity and quality of learning and work accomplished. The student at no time is disrupting or placing his job in jeopardy. Chances are that the student will be adding a great deal to his total employment atmosphere.

Procedures

1. The student should seek employment full or part-time.
2. The student should design a detailed job description.
3. A student should, with the help of the teacher, counselor or job supervisor, list the skills and information that would complement or supplement that particular position.
4. A student should list the unique features of the position or those features that are alien to him. He will list those things that he must learn to perform the task required of him.
5. A student should sit down with this information and design a contract with the teacher that will spell out the objectives, and the initiatory, developmentary and culminating activities essential to the completion of the stated objectives.
6. The student should schedule conferences and progress reports as part of his contract.
7. The student culminates all of the tasks contracted for in the manner specified in the contract.
8. Once all the conditions of the contract have been met, the teacher should be satisfied that learning has taken place. Then credit can be given, whether on a pass/fail or letter-grade basis.

Hints

1. Teachers should recognize that a learning situation exists in on-the-job situations.
2. Students should be encouraged to examine a particular employment opportunity in terms of specific skills and required knowledge or procedures.
3. Students should be encouraged and given aid in ascertaining what books, practical skill exercises and technical manuals might be contracted for in order to complement or supplement the job position that they have taken.
4. Teachers might want to look at just the learning activities and forget the pay involved. Once this attitude is taken and the teacher is only attempting to evaluate the degree of learning in terms of quality and quantity, one might find it easier to make the necessary evaluative judgments.

Evaluation

The manner of evaluation used for this approach may be similar to that of the Apprentice Approach. In addition, if a contract is used, the teacher may wish to incorporate some of the criteria from the Student Contract Approach. (See those approaches for more information.)

ENVIRONMENTAL APPROACH

Purpose

The purpose of the Environmental Approach is to immerse students in some aspect of their environment, so that each student may understand more completely his relationship to his surroundings.

Description

This is a science-social studies approach wherein a student may select a socio-scientific subject, such as pollution, to study and gather data to support his original thesis that had been approved by his teaching team. The study may include field trips, travel, the viewing of films and individual research.

Example

A study in pollution can serve as an example of an environmental approach. The area of science and social studies would be combined--in science, the student would gather the data; in social studies, the human interpretation would be made. The student would decide the area of pollution he wished to study, such as water pollution. Then he would gather the samples, analyze them under scientific conditions and then summarize his findings. The next phase would be to interpret these findings in terms of man--his social, economic, religious and his political existence, his past, present and future.

Procedures

1. The teacher should do adequate research and sufficient reading to become familiar with the facet of environmental studies that he wishes to pursue.
2. The teacher should identify the specific area

and related areas that he wishes to explore with his students.

3. A reading program could be coupled with a series of environmental projects to bring together the academic as well as the practical aspects of the study.

4. Students may design a course of study which will take into account objectives, resources, research, references, culminating in a project which focuses on some aspect of environmental study.

5. Students may wish to simply become aware, make others aware, pursue an in-depth study or focus on care or prevention of specific aspects of our environment.

6. Students may work independently or in small groups pursuing their particular curricular design. Students should be encouraged to share their experience and perhaps have other members of the class join in with them during some of the highlights of their study.

7. Students should design a culminating activity which would be meaningful not only to their particular pursuits but also to the school and community as well.

Hints

1. Environmental studies should be considered to include all elements that support life, community and industry, such as land, air and water.

2. Students should recognize that environmental studies has a great appeal to the senses as well as to the aesthetic nature of man.

3. Environmental studies is an attitude and thus in the initial stages is often hard to evaluate.

4. Environmental studies can be a very practical approach to learning history, geography, science and astronomy.

5. Environmental studies is particularly appealing as an introductory activity in the fall or a culminating activity in the spring in science or social studies.

Evaluation

The evaluation of this study would be in terms of the student's study proposal--the changes initiated in the development of the original plan, the logical steps, and the equation of the proposed study to the end product. Secondly, the evaluation would consider the quality of the study as to scope depth and reportorial effects. Thirdly, the evaluation should include a measure of the cognitive domain. A post test--a report, a paper, or conference geared to specific information--should be designed and evaluated in terms of the student's interest to measure the quality and quantity of knowledge obtained in the study.

NOTES

EXCHANGE APPROACH

Purpose

The purpose of the Exchange Approach is to reassign students and/or faculty, exposing them to other environments and conditions thus enabling them to better understand their own situation and the situation of others.

Description

Students become familiar with other settings, people and situations by being placed in an environment that is partially or totally unfamiliar to them. Not only does the student experience in a school system that which another student has, but also in the home and community setting, dependent upon the extensiveness and length of time involved.

Example

An important element in the Exchange Approach is the reality of the experience. For example, a student may wish to study in-depth the American Indian problem. A letter to a representative of a reservation could initiate the program. Food, shelter and a home base for the student may be arranged by a simple exchange. A week, month or any other time block may be agreed upon. Three-way exchanges are more complicated but sometimes are needed to satisfy the interests of students. Students do not have to have similar goals for an exchange program. White students may wish to study Indian culture; whereas, Indian students may wish to explore vocational and college opportunities. A single student or groups can be involved in an exchange program.

Procedures

1. The teacher should encourage students to list areas of study which they wish to pursue, using

local resources, personnel and funds.

2. Students should list locations where their academic interests can be satisfied.

3. Students and teacher should list the possibilities that exist in their own area. Essentially this is the product that you have to sell.

4. Once the lists have been determined of possible exchange sites, correspondence indicating purpose, studies to be pursued and arrangements should follow.

5. A two-way exchange is the most easily handled; however, it is possible to have a three or four way exchange. One advantage of an exchange is reducing food and lodging costs and leaving transportation as the main consideration. It is recommended that the exchange, if possible, be designed in such a way that student A visit student B, and then both students return to student A's home site. This makes for a more comfortable situation. However, student A and student B could exchange at the same time and thus fill vacancies that each has created.

6. Parents should be very much involved in the details of the exchange because of legal considerations.

7. Once school officials, parents and students have agreed upon the details of the exchange, the exchange can take place.

8. Followup letters, thank you notes, small guest gifts are all in order.

9. Initial objectives should be clearly stated which will be used in the evaluation to ascertain the benefits derived from the experience.

Hints

1. Do not limit exchange to just the community, nor to a foreign exchange program.
2. Students can exchange between regions, states, schools or urban and rural situations.
3. Exchanges of classrooms within the same building, exchanges of teachers, exchanges between town personnel and teachers or town personnel and students are all possibilities.
4. Essentially, imagination is the only limitation in an exchange program. There are innumerable possibilities.
5. Exchange is also an active rather than passive approach.
6. The Exchange Approach has a built-in appeal to youngsters; however, only mature students who can readily adjust to a foreign environment should be considered.
7. To insure that the exchange setup runs smoothly and effectively, all the conceivable minute details should be worked out well in advance.

Evaluation

Evaluation can be objective or subjective. Themes, readings, logs and reports can be evaluated at the termination of the exchange experience. Subjective discussion sessions employing the Conceptual techniques or the Totality techniques can be utilized. The Service Approach techniques could also be employed, putting the student in a position where the exchange experience is only an initiatory activity. Teaching Indian culture for the white student, guest speaker engagements or the successful completion of satisfying a need or involving a meaningful change could serve as an evaluation.

FIELD TRIP APPROACH

Purpose

The purpose of the Field Trip Approach is to allow students to gather empirical data through an experience in the community. The data is either directly or indirectly related to the subject matter they are studying.

Description

The Field Trip Approach is planned as an on-site experience. A single or multiple experiences may be employed. Vital to this approach is the initiatory and culminating phase. One or more students may elect to cover a part or an entire learning experience through field trips.

Example

A class may be studying a lesson on nutrition and particular foods; for instance, dairy products. The teacher decides that a visit to the local dairy would be appropriate and makes the necessary arrangements. The class should be adequately prepared for the trip. Preparation may include the types of milk cows, their diets, life spans, where they originated, the amount of milk consumed by a person, a family and a community for a week. It may include the various vitamins contained in milk and some of the more common foods in which or on which milk is used. It may include also the by-products of milk--cheese, butter, ice cream and others. Students may be asked to log different phases or subjects involved in the field trip so that they may be reported on in follow-up sessions in class.

Procedures

1. Student and teacher should assemble a list of possible field trips.

2. For the sake of convenience, the list can be divided into categories of people, resource people, places and events.

3. Students and teacher should collectively establish the objectives that the field trip or series of field trips are to accomplish.

4. The teacher should prepare a preview of what the field trip will include and any attendant assignments.

5. Students and teacher should cooperatively list the procedures that they intend to follow. These could include such items as permission slips, spending money, duties, specific behavior considerations, duration and specific as well as general responsibilities.

6. A specific culminating activity should b e agreed upon by students and teacher, specifying the type of activity and due dates.

7. At the conclusion of the trip, students should take upon themselves the responsibility of writing necessary notes of courtesy, thanking those responsible for making the trip a success.

Hints

1. Students should attempt to prepare questions pertinent to the field trip planned.

2. Students should be instrumental in deciding the kind of experience they are seeking and how the agency, person, event or place will help them gain their specific objective.

3. Students should be encouraged to go through all the steps necessary to plan, organize, culminate and design the format for the field trip.

4. It is highly recommended that students select a classmate to serve as general chairman who

could aid in assessing the trip as well as giving student input into the planning, developmentary and evaluation stages.

5. Students should accept the responsibility that goes along with an out-of-school activity and be willing to furnish the necessary finances and help with the arrangements of transportation, food and lodging.

6. Moreover, students should take upon themselves to pay in part or in full the expenses of the supervisors when such expenses should act as a hardship.

7. This approach is particularly recommended for elementary level students or students who have a low degree of motivation.

Evaluation

Evaluation by the instructor would consist of determining the meaningfulness of the students' observations. Impressions, planning, utilization of time, enthusiasm are factors which can be discussed and a subjective evaluation determined by the instructor. Combinations of other approaches, such as the reading, could be employed to create a more objective measure of the student's performance and acquisition of knowledge. However, in its pure state, this approach is refreshing and a change for the student. It can serve as a means of initiating an interest in an area that needs further exploration.

GAMING APPROACH

Purpose

The purpose of the Gaming Approach is to focus on the cognitive domain--facts, information and knowledge. It permits a teacher to present information in an interesting and challenging manner, using a wide variety of game formats.

Description

This approach utilizes specific information within gaming theory limitations--rules, restraints and rewards. The predetermined information is then collected, organized, categorized, manipulated and recorded in such a manner that a student overcomes restraints and collects rewards by using the information properly.

Example

Educational games are a means to acquire a specific block of information. For example, an instructor elects to teach valences in chemistry, parts of speech in English or the agencies of the New Deal in social studies; gaming would be a means to arrive at that end. A simple format of baseball, College Bowl or a spelling bee could be employed. Rules would have to be determined in advance, restraints or questions formulated, and a reward predetermined. Students find gaming motivating because of its inherent characteristics; namely, an element of chance, a degree of reinforcement and an air of competition.

Procedures

1. Specifically identify the restraints or information with which students will be involved.
2. Determine the format to be utilized in the game.
3. Identify the rules to be employed.

4. Determine the rounds or time blocks to be used.

5. Carefully consider the nature of the rewards to be employed.

Hints

1. Attempt to determine the type of class atmosphere desired and choose an appropriate format to accomplish that goal, such as baseball, bingo, Jeopardy or a scavenger hunt.

2. Keep the rules simple and explicit.

3. Divide the tasks into appropriate rounds. For example, you may wish to have a student spell a word, define a word and then put that word into a sentence. Each of these steps can be a separate task and a separate round; thus the student would be confronted with the word three separate times.

4. Allow the students to run the game as soon as possible.

5. Carefully design the rewards around the needs of the class.

6. Gaming is a useful teaching approach when multiple information is the chief objective. It is recommended that careful consideration be given to the rules and outcomes or rewards.

Evaluation

The evaluation of gaming could depend on many factors but usually are predetermined; for instance, the length of time a team or individual dominates, the points acquired, or the completion of any given set could be translated into a specific measure. Secondly, and vital to gaming, could be a standardized exam. If valence knowledge were the basis for the game, a test on valences could be employed.

GARBAGE CAN APPROACH

Purpose

The purpose of the Garbage Can Approach is to allow students to zero in on one specific area of interest without regard for any peripheral information or data.

Description

The unique requirement of this approach is the ferreting out essential information that may be buried in elaboration, example or explanation. The major thought is to allow the student to make intelligent selections of relevant material.

Example

Johnny, instead of reading a portion of a history book about the Civil War, would write his own version of the event. He would ferret out those events, persons, dates and relationships particularly meaningful to him in terms of the event. John could perhaps learn more about the Civil War in this manner than if he were a receptor of an author's or teacher's point of view. A second example might be Johnny choosing to delineate from a book that which he decided was significant. For instance, Johnny may want to select material from geography, history, literature, sociology, science, government and economics books to demonstrate demographic influences on a particular family or group of persons.

Procedures

1. Select a student or group of students who indicate a strong interest in a particular subject.
2. Have each student identify his specific area of interest and what he would like to get out of

the lesson or unit. This could be defined as his major objective.

3. Have each student develop a bibliography of material related to the subject area the student will study.

4. Go through a practice session with the student to check his comprehension of the approach and how well he is able to use the approach.

5. By using a series of initiatory conferences, construct a contract which spells out the subject, objectives, evaluation techniques, conferences, resources and target dates.

6. Schedule a series of developmentary conferences which will help you to aid the student and determine his progress.

7. Set a final conference that will serve to culminate all the activities and thus conclude the unit of study.

8. A second purpose for a final conference might be to set the stage for the culminating activity, such as a written report, scrapbook or other medium which the student could complete on his own.

Hints

1. The Garbage Can Approach may be an individualized or group activity. In either case, the subject matter, objectives, procedures and reporting methods should be determined in advance. The teacher of the student may initiate this approach.

2. The teacher should be particularly sensitive to the special needs of the students.

3. The teacher should not only allow but encourage change. This often reflects a maturing process on the part of the student.

4. The teacher should attempt to create partnerships between students and perhaps adults in the community who might have like or similar interests.

5. The teacher should give considerable thought to the culminating activity. It should be a worthwhile project which the student can add to his present material, library or display. A scrapbook, picture album or an interesting written report could be used. The culminating activity should be that objective which the student is pursuing and should be of the quality that will add a dimension to that which the student has already spent much time.

6. The final product(s) could be made into a book for studying the same subject in the ensuing years; that is, with appropriate changes being made.

Evaluation

In that the Garbage Can Approach is mainly concerned with cognitive data, students may be measured and evaluated both in objective and subjective terms. Evaluations should be based on the procedural effectiveness of each student and on the final acquired knowledge gained by the experience. Individual or group, oral and/or written evidence of each person's contribution could be requested or suggested during the development of the subject. Moreover, objective and essay tests may be given to determine the extent of individual learning.

GRAND CANYON APPROACH

Purpose

The purpose of the Grand Canyon Approach is to allow students to initiate a study at a particular point of interest and systematically nurture that interest into an evergrowing body of knowledge. In essence, the student grows intellectually from a single point of interest.

Description

Completely student-centered, the Grand Canyon Approach allows a student to design and develop his total curriculum from one interest point. The student will transcend the limitations he places on himself through the skilled guidance of staff members. The teachers may aid the student by directing and exposing him to the many facets related to his area of interest. Consequently, the student may enter into other areas that are primarily or tertiararily related to his interests.

Example

Susan may be interested in horses. A wise teacher will direct this interest so that Susan will be exposed to a complete curriculum. Questions such as the following may be asked: Where did the horse originate? What uses have been made of them? How did they help settle the West? What are the names and records of race horses? How much can they pull? Susan may then realize that she must learn some geography, history, economics, government, mathematics, science and other disciplines in order to fully understand horses. Susan may be asked to report in various ways involving composition, speech and other methods of reporting.

Procedures

1. Have the student identify his point of interest

and refine it until he is satisfied that he understands it.

2. List and identify adjunct areas of interest that might be explored.

3. Establish very firm bridges between main interest area and related areas of interest; thereby, creating a network of related interest areas.

4. Design a plan that will establish and complete a balance as the cluster continues to grow.

5. Set a time limit for conclusion of the study.

6. Figuratively encircle the cluster by attempting to identify that which has been studied.

7. Foresight will be used in planning, and hindsight will be used in the identification of what has transpired.

8. Figuratively examine the original point of departure and compare it to the encirclement to recognize the growth that has taken place.

9. The recognition of the growth should substitute for the final evaluation.

Hints

1. Teachers should be extremely sensitive and receptive to student needs and what students identify as the point of departure.

2. The process of growth will eventually take the form of an inter-relationship between previous isolated bits of information. The teacher should point out this characteristic.

3. The teacher should aid students in the recognition that there is but one single body of knowledge. Isolation of knowledge is a creation of man.

4. Recognition of horizontal and vertical totality

transcending space and time is the intrinsic reward gained from the Grand Canyon Approach.

Evaluation

A two-fold evaluation would be appropriate in the Grand Canyon Approach. On the one hand, a student should be measured on his ability to obtain and maintain the basic skills necessary for him to realize acceptable learning objectives. On the other hand, the student should be evaluated on the goals he set for himself and how effectively he developed those goals. Periodic oral or written reports, or reporting through some other medium, would provide continuous evaluation.

NOTES

IDENTITY APPROACH

Purpose

The purpose of the Identity Approach is to work with the student's feelings, attitudes and general self image. The cognitive aspects of the lesson are secondary to the affective aspects. The student seeks at all times to relay what he knows about himself to the subject being studied.

Description

Discovering oneself in space and time is a difficult task for most individuals, but especially true of the teenager who is losing his childhood nature and has not yet assumed the traits of an adult. The Identity Approach helps the student understand himself--who he is as well as who he is not, where he wants to go, and the alternatives by which he can arrive at his goal.

Example

John is sixteen, struggling with pubertal changes, his self image and independence, and at the same time trying, consciously or unconsciously, to develop some life goals and a life style. A teacher may guide John into a study of his family tree, his ethnic origin and the contributions that ethnic group has made to society. John may also learn in a more objective manner the contributions his father, mother and siblings have made to family and societal life. An excellent adjunct to these pursuits and activities is career education, which will help him understand his father's or mother's occupation. It would also expose him to the thousands of occupations open to him.

Procedures

1. The student should participate in some type of

personality inventory in order for him to develop a relatively accurate picture of himself.

2. The student should select a discipline and a topic within the discipline that he can relate to.
3. The student should plan a means by which he will study the topic selected.
4. The student will collect, record and tally the cognitive data involved in the topic of his choice.
5. The student will organize the information collected.
6. To better understand the relationship between the data collected and himself, the student should develop it in a relatively formal manner, in written, oral or pictoral form.
7. The student will culminate his study by evaluating the various experiences and studies he has undertaken.
8. A final personality inventory or post testing device should be taken in order to compare the results with the original inventory. The purpose of the pre and post personality inventory test should be to objectively analyze the change in growth that has taken place during the course of the identity experience.

Hints

1. The teacher should be aware that students attempting to discover themselves will have many more problems than students who are going to be studying other people, places or events.
2. The teacher should be extremely sensitive and aware of the possible traumatic experience the student is experiencing during this type of

study. The recognition by the student that he does not know himself but wishes to better understand himself is a step in the right direction.

3. The teacher will find very few students who will recognize or admit that they really do not know themselves; therefore, few students will elect this approach.

4. The teacher might wish to encourage students to work in this area or to use this type of approach, but every precaution should be taken to avoid any permanent personal harm.

Evaluation

Standard evaluative procedures may be used so long as individual development is a major consideration of the criteria used. Student contracts (see Student Contract Approach) would be an excellent vehicle to use, which have built-in evaluative criteria.

NOTES

INDEPENDENT STUDY APPROACH

Purpose

The purpose of the Independent Study Approach is to allow students to take an existing course, unit or study, in an independent manner, usually apart from the classroom situation.

Description

The Independent Study Approach allows the student to study an area of particular interest. He may select any course listed in the catalog for independent study so long as he meets the school requirements and an instructor agrees to supervise the course. The teaching staff should serve as catalysts and resource personnel.

Example

George, for example, wishes to register for U. S. History to 1865. He has a conflict in his schedule and his interest in the subject is greater than that of others in the class. He might select readings, develop dramatizations or write analyses, dependent upon his interests, abilities and talents. The study could be solely independent or student-teacher planned, executed and culminated. The teacher acts more as a consultant than the dispenser of knowledge.

Procedures

1. Identify the subject and course that the student wishes to explore.
2. Identify the objectives.
3. Put in writing the initiatory, developmentary and culminating activities that will be employed.
4. Identify the resources, references and projects for which the student will be responsible.

5. Establish conference and target dates.

6. Record all agreements and compromises between student and teacher.

7. Test in terms of the objectives.

Hints

1. The Independent Study Approach is convenient for students who are homebound, in need of make-up work, or involved in enforced absentee situations.

2. It is highly recommended that the student and teacher employ a student-oriented or teacher-oriented contract.

3. This approach has proven successful with students who can manage their time well. A careful diagnosis should be made of the student prior to prescribing this approach.

4. One shortcoming of this approach is the absence of group dynamics and group dialogue.

Evaluation

The evaluation is predetermined as to design, time and procedures--the fulfillment of the objectives is, in effect, the evaluation. This could be in the form of an oral presentation, written material or any combination of reporting methods. If this approach is combined with another, such as the Conceptual or Totality, then the inherent characteristics of the other approaches employed should be reviewed and the culminating activity designed accordingly.

INQUIRY APPROACH

Purpose

The purpose of the Inquiry Approach is to attempt to teach the student the skills and rewards of the inquisitive mind.

Description

The Inquiry Approach zeroes in on a particular educational tool. The teacher is not concerned with the amount of material or the overall picture in which a student involves himself in comparison to the straight textbook or lecture approach. The teacher is more concerned with developing those skills inherent in the total concept of inquiry. Fenton[1] has produced many materials, units and lessons using this approach.

Example

A teacher may decide to have the students make a detailed study of the Boston Massacre, centering around an examination of different reports of the events. A British newspaper of that day, the Boston newspaper, perhaps another colonial paper and a current textbook could be employed to examine the many different phases of the Boston Massacre. The student's primary task would be to examine these varying and diverse reports and then attempt to determine which was the most accurate.

Procedures

1. Select a series of topics or problems or have students compile a list which they as a class, group or individuals might like to explore.

---

[1]Edwin Fenton, Teaching the New Social Studies in the Secondary Schools (New York: Holt, Rinehart & Winston, 1966).

2. Have students set up relatively specific guidelines for their inquiries. For example, if they are studying the Boston Massacre, have students seek out a specific number of accounts of the incident. For our purposes, let us assume that we are going to seek out four separate accounts of the Boston Massacre: the English version, the Boston version, the New York version and a modern version.

3. Gather the materials and carefully read through the various accounts.

4. Have students note the similarities and the differences in the various accounts.

5. Have the students select the information that they feel is accurate and in each case they should note the reason for their selection.

6. Have the student give his version of the massacre based not only upon the information resulting from his inquiry but also upon the information that he feels most justified in using for the basis of his decision.

7. If two or more groups of students select the same topic of inquiry, they might, if they pursue their study independently of each other, arrive at different conclusions. One group is not necessarily more correct than the other when they discover their final conclusions are not the same. The resulting debate to defend their logic, procedures and conclusion can be a very effective means of evaluating that particular lesson. This reassessment is extremely important, for at no time are they seeking an answer that is conclusive, only logical, based on the information gathered.

8. For a complete description of the procedures, it is highly recommended that they seek out Fenton's works on the inquiry method which he has used in social studies.

Hints

1. The Inquiry Approach essentially deals with a skill and thus the mastery of the skill supersedes the subject involved.
2. Inform your students that the whole purpose will be to seek or to inquire.
3. Constantly remind your students of this mindset so as not to slip into a subject-matter approach.
4. Have your students keep in mind that they will be making comparisons as well as contrasting their findings, so eventually they can come up with the best possible solution.
5. Aid your students in being inquisitive by as many inquiry activities as you can possibly present.
6. Attempt in every way to make the rewards of the Inquiry Approach self satisfying--a job well done, but not necessarily complete.
7. There is not a conclusion, closing the book or finality to the Inquiry Approach. It is ongoing.
8. The Inquiry Approach will lead to a certain amount of discontent and dissatisfaction with accepted doctrine, absolutes or final answers.
9. The Inquiry Approach takes a lot of prodding as well as a deep understanding of the learning process by the instructor.
10. The instructor will, in a sense, have a tiger by the tail. He will, however, derive a great deal of satisfaction when a student honestly questions what is, in order to gather sound information on which to base decisions and conclusions.

Evaluation

An evaluation of the Inquiry Approach might be based on three separate facets: (1) the subject chosen and the reasons for choosing it; (2) the number and quality of questions asked; (3) the kinds of answers developed, and how the answers were integrated into the student's total learning experience.

NOTES

INTEREST CENTERS APPROACH

Purpose

The purpose of the Interest Centers Approach is to make available places that are designed around and reflect specific expressed interests of students.

Description

Interest centers are corners or stations in or around a classroom displaying, explaining or making available materials or classroom hardware on a particular study. A reading corner, a science corner, a hobby station or a bulletin board may all serve as interest centers. The list is inexhaustible and depends primarily on the imagination of the students and teachers.

Example

A teacher may decide to devote one corner of his room to a reading center. This corner could house books on a particular subject or could be devoted to fun or pleasure reading. Students who have earned the privilege, or when time is available or allotted, may go to the reading corner, select the appropriate materials of interest and spend some time in in-depth or pleasure reading.

Procedures

1. Students should originate, design and make arrangements to supervise the centers.
2. Students should determine the rules, rewards and penalties for each interest center.
3. The teacher should act as a consultant, overseeing the total operation, aiding where help is necessary and making suggestions based on past experience.

4. A schedule should be established so that interest centers can complement or supplement any given activity. At the same time subjects or lessons which are required can be scheduled into any given day without undue conflict.

5. Evaluation can be established by a number of short quizzes or a form of self evaluation. The teacher, together with the students, can determine the expectations and the evaluation can be based on those predetermined goals.

Hints

1. Students should list and record ideas for interest centers as an ongoing activity.

2. Use hallways, corners, bulletin board and chalkboard areas and other unused floor space as possible interest center locations.

3. Don't limit your imagination; establish science, math and other types of interest centers. Also, establish leisure reading, hobby and vacation-type centers.

4. Have the centers as completely free of adult supervision as your school will permit.

5. Establish privacy whenever possible.

6. Use soft furniture, rugs and other materials conducive to a better learning atmosphere.

7. Attempt to establish the attitude that the interest center is the place to be.

Evaluation

One major criterion of each interest center may be to demonstrate minimal proficiency and knowledge. Students should not move from center to center without meeting minimal requirements. If each center is developing the same concept in a different way, then a student may be required to understand and/or use materials from a specific number of centers.

LAB APPROACH

Purpose

The Lab Approach is to allow students to build, construct, experiment and generally employ psychomotor devices to academic disciplines.

Description

In contrast to many of the other approaches which emphasize the cognitive or affective domains, this approach is primarily psychomotor. The basic intent of the Lab Approach is to experiment with materials and equipment to develop a concept, prove a theorem or construct a model or project.

Example

A student choosing the Lab Approach is in effect selecting the challenge of materializing an idea. The student may build a model, attempting in the construction to plan carefully the necessary stages and concepts. A student may choose to construct a model house centered around the theme of the home--year 2000. The model should be based on reason and have a logical basis; for instance, will the home in 2000 have quiet rooms, an education center or a computer health area? Uniquely, this approach materializes an idea or concept.

Procedures

1. Designate an area of your room or a part or portion of the building where students may pursue lab-type activities.
2. Assign a student or group of students to a specific area for which they will be responsible during the activity.
3. Require students to set up a folder or other bookkeeping or recordkeeping device to record their objectives and overall plan and materials.

4. Agree upon how the purchase and disposition of materials will be handled.

5. Establish and agree upon specific time allotments.

6. Agree upon observation times, progress reports and general target dates for completion of project.

Hints

1. The student should set his own objectives and determine the method of evaluation in terms of established objectives.

2. The student should be reminded that quality equates very closely to pride.

3. The student should accept the responsibilities that are inherent in this type of activity.

4. The student should be encouraged, but not forced, to do tedious research or exhaustive reading in the area.

5. This approach has proven extremely successful with elementary and junior high students.

6. It is recommended that a lab room be established, preferably adjacent or near the industrial arts room.

Evaluation

One method of evaluation might be to place a value on the initiatory, developmentary and culminating stages of the project. Another might be to allow for a trial-and-error course of action and then evaluate the completed project only. Still another might be to allow the student to establish his own objectives, with the instructor acting more as a consultant, possibly having veto power.

LISTENING APPROACH

Purpose

The purpose of the Listening Approach is to aid students in developing listening skills and to evaluate any growth that has taken place as a result of the experience. The Listening Approach keys in on one sense, hearing.

Description

The Listening Approach is a technique that forces the student to listen attentively. It may be designed around a set of scheduled talks by the teacher that challenges students to take notes. The student then organizes his notes and checks them against an original transcript of the talk.

Example

A history teacher wishes to prepare his students for essay exams; therefore, attempts to teach in a manner that promotes essay-type note-taking. The teacher informs the students that he wishes them to take notes of the lecture he is about to present. At the conclusion of the lecture the notes are turned in to the teacher. They may consist of anything from blank to cluttered sheets of paper; some organized, some not. The teacher then suggests dividing the notepaper into two sections: one side for principles or main ideas and the other side for facts or details. Another lecture is presented using words that denote principle or main ideas (e.g., first, another, one point not to forget, on the other hand) so that the attentive student may easily separate main points from facts or details.

Procedures

1. Students and teacher should agree on the subject area to be used as the vehicle.

2. Agreement should also be reached on the number of exercises, length of time and general considerations.

3. The teacher should carefully go through a set of notes or prepared lecture.

4. Students should be given time to organize the notes taken from the lecture.

5. Ten or fifteen-minute lectures will accomplish the same purpose as half-hour lectures and will be more tolerated by the students.

6. The teacher should distribute an outline of the lecture and allow the students to compare the main points and subpoints.

7. A value system can be developed whereby students could be given points. For example, five points could be given for each of the four main considerations in the lecture, two points for each of the four subtopics, and the other eight points given as a bonus for those students who have recorded an element not previously discussed. A student could receive a total of 60 points.

8. The lectures could become more complex and the time extended to ascertain the listening proficiency of a student.

Hints

1. Remember that the Listening Approach is essentially a didactic unit; that is, it teaches a skill. This can be monotonous and thus extreme care should be used to employ as many devices as possible to keep the learning situation interesting and stimulating.

2. Commercial tapes as well as pre-recorded tapes by the instructor can be used, thus adding a self-study dimension to the approach.

3. Additional exercises can utilize the radio and television.

4. A log or record should be kept so that the student can record his results and analyze the progress he is making.

5. Commercial teachers oftentimes have tapes that are used in shorthand classes. These might also be employed.

Evaluation

The Listening Approach in its integral relationship to other approaches paves the way to successful communication between teacher and students. A teacher should not penalize a student for not being a good listener, but should help him to become one by taking certain positive steps toward that goal. It is more important for a student to develop a proficiency than earn a grade. A proficiency can be easily judged or graded by simply comparing the main points of the teacher's notes with those of the student. A point system can be worked out to lend an element of objectivity to the evaluation system. A record can be kept to ascertain whether or not a growth pattern has developed.

NOTES

MEDIA APPROACH

Purpose

The purpose of the Media Approach is to involve the student in a learning atmosphere that might best be described as a multi-sense approach. Using today's vernacular, it would "turn on" or "tune in" the youngster to a given subject.

Description

Free reign is given to a student to develop an area of interest by using any medium of communication he chooses. For instance, the student could develop a filmstrip portraying all the steps necessary to make a dress, including a tape that would explain each of the steps.

Example

Students studying a particular literary selection could employ a number of mediums related to the assignment. For example, they could write out the major points of the selection on an overlay for an overhead projector. Pictures that would help portray any character, setting or object could be shown on an opaque projector. If a movie of the selection existed, it could be shown in part or in whole.

Procedures

1. The student should identify his objectives such as the discipline to be studied, time duration and essentially what he hopes to accomplish as a result of his study.
2. The student should spend some time in surveying the two general classifications of media; namely, print and nonprint.
3. The student should further investigate the nonprint potentialities so that eventually he

could take into account movies, tapes, filmstrips, slides, film loops, retrieval systems, microfilm and video tape possibilities.

4. The student should organize his findings in a step-by-step manner and submit them for approval to his teacher.

5. The student should follow the approved agreement and include sufficient conferences throughout the study.

6. The student should construct or plan a culminating activity which would tie together that which has been gathered through the study in terms of the objectives.

Hints

1. It is highly recommended that students attempt to culminate their experience by constructing a project employing one or more forms of media. A filmstrip, a set of slides, a tape or video tape or any combination might be considered.

2. This approach is particularly satisfying for students who lack the motivation to be involved in a lesson.

3. The appeal that commercially prepared materials have are oftentimes significant enough to stimulate the student's interest and motivate him towards a more active role.

4. Industry, state departments, museums, public libraries as well as other institutions of learning should be considered when surveying the available media.

5. Sufficient media should be available if this particular approach is to be successful.

Evaluation

The Media Approach has several evaluation possibilities. The quality and quantity of media scanned, examined, or digested could be subjectively evaluated. However, when one considers the value of a student submerging himself in the media of a particular discipline, one is inclined to subjectively evaluate the motivation and self initiation of a student in using the various media.

NOTES

MINI APPROACH

Purpose

The purpose of the Mini Approach is to allow students to pursue specific interests without using time as a major consideration.

Description

Students may suggest or be the recipients of courses that vary in length, subject matter, instructional personnel, resources and place; whatever provides the best learning situation for like-minded students. Many junior and senior high students prefer short-term goals--the Mini Approach is ideal to suit their needs. A particular benefit of this approach is its adaptability to any learning situation, whether it be curricular, co-curricular or extra-curricular material.

Example

Some students may desire additional courses in mathematics than regularly offered. The math teacher offers a course on the slide rule, two hours a week for five weeks, and the metric system, one hour a week for ten weeks. Students may choose these courses as examples of prescribed mini courses; or six or more students may suggest to the math teacher a mini course in manipulatives, logarithms or in any other area of math they wish to pursue for a period of time.

Procedures

1. The instructor should list a series of mini course possibilities. This list should be considered as suggestive only.
2. The students should be encouraged, after reviewing the teachers' lists, to make their own suggestions and hopefully come up with their

own lists. This step is usually a natural followup of Step #1.

3. Students should organize their course of study, taking into account such things as objectives, resources, materials and time.

4. Several courses of action could be taken. For instance, a mini course week could be designed which would in effect dictate to the student the time available for his specific study. One student may use the entire time for one mini course; another may elect several mini courses in the allotted time; and still another may elect a series or sequences of mini courses. This step is extremely flexible and elastic. The one criterion that should receive major consideration is that of time.

5. Teachers, perhaps with a committee of students, should collect the suggestions and modify the requests to fit into a master schedule.

6. Interest centers, resource personnel and all media materials as well as lab rooms will probably be employed in the mini study week.

7. Adequate time should be spent in the planning or initiatory stage, the developmentary stage (the mini course week), and the culminating or evaluation stage.

Hints

1. Local phone books, particularly the yellow pages, can be employed to suggest possible areas of interest in a given community.

2. Student interest is paramount, and every effort should be made to satisfy this particular element.

3. A multitude of activities will be going on simultaneously and thus adequate supervision and

controls should be built into the planning stage.

4. A talkback session should definitely be a part of the final evaluation of the total experience or mini course week.

5. The second mini course week is much simpler in terms of planning, student involvement and student evaluation.

Evaluation

Mini courses can be measured or evaluated as any unit, short study or daily lesson. In that mini courses are usually an effort to gather certain data, pre and post tests are found to be very useful. The Mini Approach is particularly effective for in-depth study, interest study and complementary studies. A series of mini courses can be of particular interest to a student because not only does the topic change, but the student can design topics relevant to his interests, abilities and talents.

NOTES

MOCK APPROACH

Purpose

The purpose of the Mock Approach is to allow students to follow through and reconstruct history in terms of the student's knowledge, study and research.

Description

The focus of the Mock Approach is to construct or reconstruct a situation to aid students to more clearly comprehend a lesson. In one sense, the Mock Approach is an embellishment of the Role Playing Approach, with the emphasis on the situation rather than on the persons involved. Each person's statements and actions are sublimated to the nature, development and outcome of a particular situation. The Mock Approach often has a predetermined outcome.

Example

Common examples of this approach include mock elections and mock court cases. The law profession uses mock trials, for instance, as a vehicle to teach their students the procedural elements and effects of a court trial. A "town meeting" on abortion, a re-enactment of the House of Burgesses on the Declaration of Independence or a trial of a Vietnam amnesty case could all be examples of the Mock Approach in a classroom setting.

Procedures

1. The teacher must determine whether or not sufficient research has transpired so that the students will feel familiar and comfortable as they develop the subject selected.
2. A specific life experience must be selected which will create the necessary guidelines,

such as a mock trial, a mock assembly or a mock election.

3. All persons concerned should agree to follow the actual procedures that would be adhered to in a real life situation.

4. The teacher will have to strike the balance between reality and simulation. Too strict adherence to the real script will eliminate the possibility of alternatives.

5. Special attention should be given to the evaluation. During this activity the alternatives open to the students should be discussed as well as contrasting the mock with the actual historical event.

Hints

1. Students should spend some time in research or perhaps with the Posthole Approach to become completely familiar with the selected historical event.

2. Referees should be available who can judge the accuracy of the proceedings as they unfold.

3. Handouts should be carefully constructed to establish the procedures that will have to be adhered to, such as parliamentary procedures, trial procedures or election procedures.

Evaluation

The roles or duties assigned to students could be evaluated on the basis of their development and execution. Students could be evaluated on how well they prepared the mock situation or event. The staging, direction and the roles assumed could all be included as criteria in the culminating evaluation.

NATIONAL PROJECTS APPROACH

Purpose

The purpose of the National Projects Approach is to utilize a study which over the years has had adequate financing, research and is complete within itself.

Description

Each national project possesses some of the best thoughts, research, experimentation and reporting of experts in a given discipline or combination of disciplines. Furthermore, national projects bring into classrooms throughout the country that which is considered contemporary, current and relevant, and would, on an individual basis, be impossible to develop.

Example

The National Projects Approach is a device to use,or incorporate into a study, tested projects of national renown. The Minnesota Projects in social studies, Fenton's social studies, the Georgia geography project or the Minnesota environmental project are examples. A unit, a course or a total K-12 project could be employed, or any combination. The unique advantage of this approach is that the material is available, tested and of superb quality.

Procedures

1. Select a reference or index which will adequately describe the national projects in a given discipline.
2. Correspond with the author, agency or publisher to ascertain whether or not that particular project would be relevant to a given class.
3. Carefully select the project or projects that specifically suit your needs.

4. Carefully read the instructions and materials and solicit the necessary consultants to aid in the launching of the project you have selected.

5. Carefully follow the procedures outlined in the project manual.

Hints

1. More than one project should be selected to give variety.

2. Carefully review guidelines of the projects, the initiatory, developmentary and culminating activities as well as the evaluative criteria suggested.

3. This approach is very effective when new curriculum materials are needed, when a change is necessary, or when tried and tested materials are desirable.

4. It is useful to students or teachers who wish to achieve certain predetermined goals or evaluate and compare themselves in accordance with state or national norms and levels.

5. It is also recommended to produce a change in school or class curriculum or to pursue an orderly course of study rich in materials, projects and activities.

Evaluation

A student's ability to scrutinize, analyze, synthesize and evaluate the materials he is exposed to, and then develop a meaningful report, would be key considerations in the evaluation of this approach. Conventional methods could be used.

PAIR & SHARE APPROACH

Purpose

The purpose of the Pair and Share Approach is to capitalize on the interests and abilities of students and match them in such a way as to make the best use of their time and talents.

Description

Especially appropriate to heterogeneous classes is the Pair and Share Approach, for it capitalizes on the differences of students, rather than succumbs to them. Opportunities are made available to all students to experience a teacher-learner situation in the most positive manner. Moreover, teachers are free to aid those children who are having difficulty or who need extrinsic motivation or some other concomitant necessary for improved learning conditions.

Example

If a teacher of English wanted students to develop better written communication, he could first ask each student to write some type of composition concerning one or more selected subjects. After analyzing them, or some other diagnostic activity, he could assign students to a pair, based on similarity of interest and differing abilities, or on some other criteria. Then each pair of students would be given an assignment which they complete individually or together and then exchange papers to start with prevision, and then revision. By so doing, the students would learn more, and the teacher could spend less time in correcting. The teacher should remember that pairs should not be limited to "bright" and "dull" students, nor to pairs for a long period of time.

Procedures

1. Define the specific goals that the lesson is designed to accomplish.
2. Survey the group formally or informally to ascertain the interests, abilities and talents that students may possess.
3. Match students in such a way that students possessing knowledge or skills in one area can share that knowledge or skill with students who might be void in the same knowledge or skill. This matching is not necessarily dependent upon ability. Pairings may be made on the basis of experience, interest or some other criterion.
4. Make every attempt to have students paired up in such a way that there is cross-sharing.
5. Students should evaluate themselves as well as their partner in terms of the set objectives.
6. Pairings should be rotated as the need arises and should be re-evaluated at appropriate intervals.

Hints

1. Pair and Share is not designed for the bright student to teach the slow student. It is designed for students to share with one another those items in which they might have a degree of expertise. Thus, a slow student versed in mechanics could be sharing his knowledge and skill with a student who might academically be highest in the class.
2. Pair and Share, if properly designed and executed, could enhance the so-called slow learner's self image, leadership role and communication skills.
3. Whenever possible, Pair and Share should be considered a two-way learning situation. The

degree of learning is related directly to the teacher's skill in pairing.

4. Pair and Share has a unique advantage of shifting the learning responsibility from teacher to student.

Evaluation

Evaluation should be based on the individual growth of each student. Naturally, some expectancy level or norm should be included, but a teacher using this approach, especially if behavioral objectives could be incorporated into the norm, should rely heavily on how much each student has improved in the academic area. Tests and other measurement devices may or may not be used, but a great deal of weight should be placed on continuous evaluation of a student's performance and method of reporting.

NOTES

PERSONALIZED READING PROGRAM APPROACH

Purpose

The purpose of the Personalized Reading Approach is to allow students to tailormake a reading program to fit their specific needs. In that reading is basic to learning in all disciplines, it is vital that such an approach be included.

Description

Flexibility makes this approach adaptable to any student who wants to learn something in a verbal manner. Built into the approach is self pacing, self determinism and self evaluation. The ultimate responsibility for learning is always on the student.

Example

The Personalized Reading Program is in all practicality for students who enjoy reading and who feel they learn through this type of educational media. The student selects a topic or area of interest that is relevant, selects the books and reading materials that would satisfy the objectives and commences with his reading. The instructor can assist in the reading selections and work with the student during the developmentary phase as well as the culminating phase.

Procedures

1. The student should select a theme he would like to explore and should attempt to identify and carefully spell out his feelings on the selected theme before he begins his reading.
2. The student should select a given number of books or bibliography which would support or enhance the theme.

3. After concluding the readings of his choice, the student is encouraged to describe his feelings in regard to that particular reading experience.

4. The student explores his feelings and attempts to ascertain, with the help of the teacher, the change that took place in his thinking as a result of his reading experience.

5. The student would progress from his feelings on the theme to his feelings about the authors of the books or articles selected.

6. The student would then explore his feelings in terms of issues and events which would ultimately help him to make decisions based on the experiences he had from the total reading.

7. The teacher can assist the student in developing the skills of intelligent decision-making by guiding the student toward the proper assessment of the materials and books. The more sophisticated components of the book reaction, namely, ideas, principles, insights, and concepts, eventually emerge and the student then concludes his reaction.

8. The culminating activity is accomplished by having the student envision that he is sitting with the authors, carrying on a dialogue with them.

9. The final judgment the student makes will be to recognize the change which took place within himself--the magnitude of the change and the impact on his decision-making process and personality.

Hints

1. The Personalized Reading Approach has proven very successful with a very diverse range of

students. For the most part, this approach satisfies most criteria of individualized curriculum.

2. One restriction to this approach is that in its pure form it depends on the reading skill. Thus on one hand, a freedom of choice exists; on the other, the freedom depends on the proficiency of a particular skill and can be restrictive.

3. No limitations should be placed on students, such as bibliographies.

4. Allow the student to seek out and use all available sources, agencies and media.

5. Encourage any reasonable change -- change often denotes growth.

6. Establish evaluation procedures in cooperation with the student in advance of the actual reading.

7. The teacher need not read all the books that the students select; however, a sampling is encouraged.

8. It is highly recommended that the teacher discuss the theme, book selections, authors and other elements related to the reading program anytime it is convenient and particularly in informal sessions.

Evaluation

The Reading Approach can be evaluated on the basis of quantity or quality (or combination thereof) of selected reading materials. The culminating activity could serve as the measurement vehicle.

PILOT APPROACH

Purpose

The Pilot Approach allows teachers and student to walk through a given academic experience without specific objectives.

Description

The Pilot Approach is a technique wherein the instructor takes advantage of the clarity of hindsight. The instructor looks at a given experience in retrospect, examines its components and e ventually designs an activity, a project or some other curriculum device suitable to arrive at the stated objectives.

Example

A group of students may wish to learn more about Indian culture by living on a reservation. The Pilot Approach could be incorporated at this point to work with the problems that such an activity might face. A small group of students would be selected to walk through an experience so as to wrestle with the types of problems that might be inherent in such an undertaking. For example, an Indian reservation is 500 miles from the given school site. Five students together with their instructor loosely plan a trip to the reservation and return. They would have to wrestle with problems involved with transportation, lodging, meals, and finances, and somehow make recommendations that would resolve these problems to the satisfaction of all. When these students return, they would reflect back on their total experience and relate their recommendations and objectives that should be incorporated into the unit.

Procedures

1. A student or small group of students should set up a series of conferences which would center around a discussion of their particular objectives. The conferences should be of a practical nature, dealing with the nuts and bolts of the operation; that is, if a group of students intends to travel any given distance, they should be talking about food, clothing, shelter, transportation, leisure time activities, responsibilities, as well as what type of data they would be gathering and in what type of form that data would eventually take.

2. The students should, through conferences with other students and teachers, establish a procedure to solve problems that may confront them.

3. The students should establish target dates, a general itinerary which should be based on their investigations as to when they will arrive, routes they could travel, and people and places they should interview and visit.

4. The students and teacher should mutually agree that they will resolve all problems as the venture unfolds and that a log will be kept so that a complete and comprehensive brochure can be developed having within it specific guidelines and procedures.

5. The group should generally agree on the length, in terms of miles and time, that the trip or venture should take and establish fairly firm target dates as to when the final reports will be completed.

6. The students and teacher, upon completion of the Pilot Approach, should have a series of meetings or conferences which would eventually culminate in a brochure or some printed form, which would serve as a guideline with appropriate procedures and recommendations.

Hints

1. Students and teacher should make every effort to be familiar with one another in such a way that surprises will not occur. In such a venture, it is best that you know yourself and those with whom you will associate in very confined quarters and under trying circumstances.

2. It is essential that all parties concerned agree to a procedure to solve problems.

3. The key point to the success of the Pilot Approach is to have a venturesome type of student who can adjust to the highs and lows of the unknown. For as he walks through a pilot program, there will be many surprises and, of course, many disappointments. Only people who can adjust to variations should consider this approach.

Evaluation

At least four criteria would be appropriate for this approach. Each student should be evaluated on (1) responsibility to plan and suggest ideas to help make the learning experience successful; (2) help in organizing plans and ideas; (3) a log of experiences, ideas and reactions to the approach; (4) report on participation in approach and suggestions to make it more successful. Moreover, the teacher may evaluate the quality of student's performance.

POSTHOLE APPROACH

Purpose

The purpose of the Posthole Approach is to allow students to do an in-depth study in a particular area of their choice. Postholing usually dissociates itself and has very little concern for the more general, sweeping or overview type approaches that are oftentimes used.

Description

The Posthole Approach provides an opportunity for a student, or a small group of students, to investigate more thoroughly any portion of a given course. The interests of students may be satisfied in any given discipline by allowing them to pursue in depth the study of a person, place, event, situation or idea.

Example

The social sciences provide numerous examples. A student may wish to become an authority on a person, place or event in history. This may be done by reading books, securing information from government agencies, visiting sites and actually conversing with the people who live in the locale to be studied, or with history buffs. An entire semester could be spent studying and correlating ideas on the chosen subject, thereby developing a real appreciation and understanding of it.

Procedures

1. Limit the Posthole Approach to a single discipline, such as United States history.
2. Zero in on, and refine as many times as possible, a specific theme, such as the Civil War, Gettysburg, the South at Gettysburg or perhaps Lee at Gettysburg.

3. Gather information that will support the particular topic selected.
4. Pull together the findings in a report.
5. Make every attempt to re-relate the findings of the posthole study with the unit of work as well as the overall course or discipline.

Hints

1. Bear in mind that postholing usually results from a student's interest in a particular subject.
2. The posthole is a type of in-depth mini course.
3. After the information has been isolated, help the student re-relate the acquired data to his total body of knowledge.

Evaluation

A very satisfactory method of evaluating this approach is the use of a student contract (see Student Contract Approach). Otherwise, a student could be evaluated on his bibliography, depth of study, travels, efforts to procure additional information and his organization and reporting of that information. The student should establish his objectives during the initiatory stage. The evaluation can be based on the completion of the objectives.

PROGRAMMED APPROACH

Purpose

The purpose of the Programmed Approach is to allow students to complete a course of study by means of a systematic or prescribed series of lessons. Students may learn basic skills and be exposed to common information in a logical sequential manner with programmed materials. Moreover, the student receives immediate reinforcement and is able to proceed at his own pace.

Description

Primarily concerned with such prepared materials as textbooks, newspapers, packaged projects and published curriculum guides, the Programmed Approach systematically confronts a student with prescribed materials.

Example

The English 3200 Series (and other numbered series) is an example of a Programmed Approach. The student starts at the front cover and proceeds as rapidly as time and his abilities allow. Properly handled, the teacher is then free to give special attention to those students who need it during those times that the programmed materials are in use. Programmed materials of some sort are available in each of the major disciplines.

Procedures

1. Student and teacher cooperatively select a program such as a textbook, packaged project, published curriculum guides or any combination.
2. The student and teacher cooperatively agree on the specifics of materials, readings and assignments.

3. The student and teacher cooperatively agree upon the time element or time blocks and the specific responsibilities of the student.

4. Student and teacher cooperatively agree upon the culminating activity, which might be a conference, paper, test or any combination.

Hints

1. The Programmed Approach can use any material or combination of materials that best suit the objectives of the student and teacher.

2. The Programmed Approach has one inherent factor: self pacing. Thus a student could complete a set of exercises which might constitute a particular course in a much shorter time than otherwise would be expected of students with average interest in the discipline under study.

3. This approach is very appealing to youngsters who are capable of planning their own time or seek an order to their academic pursuits.

Evaluation

Evaluations for programmed instruction are usually built into the programs, similar to the National Projects. Programmed materials are usually equipped with pre and post tests and are rich in projects and activities.

PROJECT & ACTIVITY APPROACH

Purpose

The purpose of the Project and Activity Approach is to provide variety from the normal classroom routine. Moreover, a challenge to one or more students to bring into existence something directly related to the subject matter being studied is central to this approach. It is an excellent means to employ all domains during times of the year that may otherwise be periods of low productivity.

Description

Emphasis in this approach is given to the creativity of the student to plan, organize and report on a learning experience he may wish to undertake. For example, he may construct an Elizabethan stage and present a play with the type of costumes, furniture and stage directions used at that time.

Example

The Project and Activity Approach should not be confused with the Laboratory Approach. Often these approaches work together but also work well separately. The Lab Approach involves construction, whereas the Project and Activity Approach can be another type of involvement. For instance, a student may select to build an item or design bulletin boards, make surveys or conduct interviews. The Project and Activity Approach may be used as an alternate approach to create a change of pace.

Procedures

1. Students should organize the elements important to their project. A file system is adequate.
2. The student should plan and design the project to be completed.

3. The student should take into account the time, personnel, resources, materials, equipment and space to complete the project or activity.

4. The student should by means of a formal or informal contract establish conferences, target dates and the means for evaluating the project.

Hints

1. The Project Approach is designed to aid students who seem to operate best by doing, building or constructing.

2. The teacher should encourage use of the Project and Activity Approach by students who have little or no visible aptitude for the academic realm of education.

3. The teacher should recognize the fact that once the student is involved in the developmentary or culminating phase of his project or activity, there will be sufficient involvement in academic endeavors, such as research, reading and reporting to satisfy the need for scholastic merit.

4. General considerations:
   a. Time of year
   b. Duration
   c. Work sessions
   d. Deadlines
   e. Cost factor
   f. Travel

5. Specific considerations:
   a. Resources available
   b. Reporting mediums
   c. In-class reporting
   d. May students work together--assignments
   e. Student may do more than one project
   f. Will project substitute for regular work
   g. Evaluative criteria to be used
   h. Percentage of final grade
   i. Formats and decorativeness, as well as covers

Evaluation

Evaluation should start with the type and quality of planning. Then it should consider the nature of the steps in the developmentary process, the quality of the final report and the product of the project and activity, which may be different from the report. In other words, the Student Contract Approach may be used.

NOTES

PSYCHODRAMA APPROACH

Purpose

The Psychodrama Approach allows students to role play or simulate a situation to become more aware of an individual's actions. Furthermore, the students' reactions to problems that confront them help them to understand themselves and something about inter-personal relations.

Description

The Psychodrama Approach is a means to examine and dramatize psychological problems so they become a part of the student's experience. The unique feature of this approach is the fact that the student enters into the learning arena through role playing. Eventually the student is bombarded on all sides by those elements which the teacher feels are necessary as objectives in the learning of a particular lesson or unit.

Example

The teacher wishes the student to become familiar with various psychological terms and become completely engrossed in recognizing the symptoms involved around those terms that might indicate a particular mental illness. The teacher could design a chart with vertical columns with such headings as hints, symptoms, behavior and illness. Place it in front of the class. A selected student would leave the room and be given a card describing certain symptoms. The student would come into the classroom, be introduced by a student who is role playing a nurse, to another student who is role playing a psychiatrist. Thus the stage is set. The doctor would be aware of the illness and symptoms and would ask questions of the student-patient. The student-patient would respond using the hints on the card designed by the instructor. The class,

using the charts before them, would try to determine through a process of deduction which illness the student is depicting. Modifications and refinements could be used to take the student from general to more specific illnesses.

Procedures

1. The teachers should prepare a number of psychological problems from which the student may make his selection.
2. Once the selection is made, the material supporting that problem should be very carefully worked out.
3. The teacher should consider the setting and the roles that will be involved in developing a particular psychodrama.
4. The teacher and students should agree upon the rules, such as time limits that will be employed to develop a certain psychodrama.
5. The teacher and students should consider the role that the class will play as a particular psychodrama unfolds.
6. The teacher should have available a debriefing procedure that will allow the class, as well as the participants in the psychodrama, to analyze the experience which they have just encountered.

Hints

1. Oftentimes it is said that the best structure is no structure, and perhaps the converse is that a good structure sometimes implies the absence of obvious restraints. Thus, a well prepared and thought through program is oftentimes sufficient. In this type of undertaking there has to be room for change, flexibility and acceptance of possible confusion or ambiguity.

2. The aid of a speech or drama instructor may be requested. The setting and perhaps a few props can enhance the whole lesson.

Evaluation

The student's ability to understand and perform the role chosen or assigned would be a large portion of the evaluation of this approach. The integration of what was analyzed and learned from the psychodrama and other studies could also be a part of the final evaluation.

NOTES

REALITY APPROACH

Purpose

The purpose of the Reality Approach is to allow students to focus on that which is significant and relevant to their everyday life.

Description

Empiricism, as a particular facet of reality, has always been a very important phase of education. It challenges an individual to experience and observe the phenomena that surrounds him. The Reality Approach develops in the student an awareness that an integral relationship exists between the signs, symbols and other elements of education in reference to the real world, whether part of the abstract or physical world. To study astronomy without ever observing constellations in the sky becomes absurd; to study plants without touching, smelling and seeing them is equally ludicrous. A body of knowledge becomes relevant when it takes on meaning in the life of the individual student, when the student experiences that which he is "learning."

Example

Joan, who is enrolled in an English class, wishes to analyze language patterns used by people of various ages in different sections of the country under different circumstances. Rather than using the prosaic sentences in a text that have little applicability, Joan chooses to learn language dialects, provincialisms and colloquialisms acceptable in certain areas and situations. To accomplish this, she could write to different schools in the United States and request that one class record on a cassette tape one half-hour class session. Then those tapes could be presented to her class in their entirety, in an edited form or could be presented to a special group of interested students or

to a teacher, or any combination. By means of such a study, Joan would learn that some dialects are preferred in communicating with people, regardless of their station and economic status in life; that language usage could definitely hinder a person from realizing his set goals; and also, Joan would gain an appreciation for the total communication process.

Procedures

1. Allow a partnership to formulate between student and teacher via formal and informal conferences which emphasize the learning relationship.
2. Some consideration should be given to the recording of the rate of learning or the growth that takes place in the student.
3. The specific method or methods to be employed should be identified.
4. Specific objectives should be recorded.
5. Pre and post tests might be employed to ascertain the rate of learning or growth that has taken place in the student.
6. A predetermined system of evaluation should be designed. It is encouraged that the final evaluation be based on the objectives; thus empirical evidence can be recorded as to what was learned.

Hints

1. The Reality Approach centers around the notion that learning is paramount.
2. Meaningful and relevant experiences are essential to this approach.
3. Allow sufficient weight to be placed on the experience as a part of the final evaluation.

Evaluation

Three essential ingredients should be included in the evaluation--analysis, evaluation and application. The student with the guidance of the teacher would first analyze the phenomena (whether language, science, mathematics, social science) to determine any specific elements or facets. Secondly, he would evaluate his analyses to discover which facet or element on which to focus. Finally, the student would need to apply this knowledge in the form of an experiment, a problem in exposition or in some other manner. Thus the student could be evaluated on the process and the final product.

NOTES

RELEVANCY CENTERS APPROACH

Purpose

The purpose of the Relevancy Centers Approach is to allow students to choose a location other than the classroom to gain empirical knowledge about a particular subject.

Description

The Relevancy Center Approach is a form of an on-site learning experience. The student determines a particular area that is relevant to his interests, abilities and talents; develops a program submits it for approval; and begins working in that area.

Example

Susan has always been interested in animals and likes to help them. After some discussion with her teacher and some contacts have been made, she chooses a veterinarian clinic in which to work and study. She schedules herself, in cooperation with the teacher and the clinic, for three hours per week for one semester. She agrees to a log of her activities, related readings and a pictoral and oral report as a culminating activity.

Procedures

1. Students should identify the discipline they intend to pursue, such as psychology, economics or political science.
2. Students should identify on-site learning centers that would afford them practical experience in the area of their choice.
3. Students should select readings that will parallel the experiences they will have while they are at these centers.

4. A calendar of events should be established, based on a formula that is acceptable to teacher and student. For instance, students electing psychology may attend 8 separate centers for 4 hours each and contract to read 5 books for 1/2 credit. Thus, students would have 40 hours of practical on-site experience and would read 5 books. This combination might be considered sufficient for 1/2 credit in psychology. Relevancy centers or stations in the above illustration might include a morning in a ward, an afternoon in occupational therapy, another morning in recreational therapy and so on throughout the week. Each a.m. or p.m. session of 4 hours would be considered as one of the 8 relevancy centers.

5. Once the student has completed the agreed on-site experiences and readings and has conferred with his instructor in conferences as per agreement, a final conference can be set up. The final conference, which will culminate in an evaluation, could focus upon a combination of the practical and theoretical aspects that the student has gained as a result of his work experience and readings.

Hints

1. Relevancy centers can be any center of learning relevant to the development of the theme or study being pursued.

2. Time spent at each relevancy center, number of books and number of relevancy centers are all important. The only requirement governing these elements should be by agreement between student and teacher.

3. Relevancy centers can be substituted for books, especially for the less able student. Thus a

student may agree to 12 centers and 4 books or any other combination.

4. This approach has proven very successful with all age groups, 10-18 particularly, and all achievement levels.

5. It is recommended for vocational as well as academic areas of pursuit.

Evaluation

The Relevancy Center Approach can be evaluated in several ways. The evaluation may be based on the same format as the Personalized Reading Approach; that is, a quality or quantity evaluation of book selections. A second means might be the on-site evaluation--written or oral--by the personnel concerned, or any combination.

NOTES

RESEARCH APPROACH

Purpose

The purpose of the Research Approach is to allow students to pursue a course of study utilizing objective tools such as surveys, statistics and computers. Furthermore, it provides for the systematic gathering, delineating, analyzing, developing and recording of data in such a way that it has significance for others.

Description

Similar in many respects to the Independent Study Approach, this approach may differ in two important aspects. (1) the student could do in-depth study in one area that is directly related to the subject matter of the immediate curriculum, and (2) the student should use at least one research tool considered adequate by a teaching team and an appropriate format and procedure to complete the research.

Example

A teacher feels that John, who is an excellent student in many ways, should learn to systematically develop and report on a particular subject. John is asked to choose a subject of interest, reduce it to a realistic subject of study, develop it and report on it. The teacher should then take John and others through a step-by-step procedure, using practice exercises where necessary so that he learns the proper procedure of notetaking, footnoting, outlining and various other steps necessary for completion of study.

Procedures

1. The student should identify the topic, state the hypothesis, purpose and limitations of his study.

2. The student should, with the advice of an instructor, establish the steps and limitations as well as the overall method to be employed in his study.

3. The student should establish target dates for the various phases of the research and the final presentation.

4. The student should choose an acceptable research guide and meet the requirements stipulated.

5. The student should include data gathering, data organizing and data recording information.

6. Evaluation criteria should be agreed upon before the project is undertaken.

Hints

1. Research per se is oftentimes a means and should be used as such. Too often students are led to believe that research is an end unto itself. The Service Approach would be more appropriate when one wishes to work with an end product.

2. The Research Approach may serve as an alternative for some students, that is, another way to examine or understand a particular topic. For other students it might prove helpful to understand a skill; still other students might find this approach a means to culminate a particular project or activity.

Evaluation

The evaluation can be on the data collected, skills, interpretations or any combination thereof. An interesting evaluation could be the end result. Thus, in the initial or planning stage, a goal is established and the accomplishment of the goal is paramount; thus, a worthwhile goal must be established initially.

RESOURCE CENTERS APPROACH

Purpose

The purpose of the Resource Center is to have available areas of a given specialty designed around student needs. Centers specializing in print and non-print materials are examples of Resource Centers where students can pursue in-depth studies.

Description

Resource Centers are areas designated for libraries, labs, music, industrial arts and home economics. A school may be designed around numerous Resource Centers through which a student could become familiar with various subject areas. This means of learning utilizes a fluid and flexible as well as mobile student population. It usually is found in an open school or modified traditional school that uses a free or flexible modular schedule.

Example

A school may, for example, have five large Resource Centers. Each center may be divided into studios and studios into interest corners or centers. The only requirement that could be imposed upon a student would be that he visit each center, make arrangements to undertake a particular study and then proceed to complete that commitment. A student may spend a month in each center, or he may rotate at given hours or other convenient intervals. When a student has completed his assigned task, he may move on to another center, or he may elect to work in other centers concurrently, whichever suits his mood or style of learning. Resource Centers may also be used on a much more limited scale in conjunction with a traditional classroom setting; that is, students may contract to spend a

certain amount of time in order to complete a particular project in such areas as the science lab, library or industrial arts room.

Procedures

1. Establish with the students their long and short range needs and objectives in terms of the utilization of the Resource Center.
2. Carefully spell out the student's needs and objectives as well as the overall needs and objectives that the course of study, unit or particular lesson might need.
3. Carefully g o o v e r these student/teacher-oriented procedures with the Resource Center personnel.
4. Compromise and collaborate, in terms of space, time and personnel, the procedures which best meet the needs and interests of all parties concerned.
5. Establish passing procedures, conduct procedures and generally the responsibilities that will be assumed by the teacher, students and resource personnel.
6. Establish a series of conferences and appointments to evaluate the rules and regulations and make the necessary changes according to needs, problems or lack of problems.
7. When the work has been completed and a term-type arrangement exists between the teacher and resource personnel, restraints can be lowered and students allowed to use the center on a more free basis.
8. Whenever possible, invite the resource personnel into the sessions when students are summing up their work, giving reports or concluding

those activities which involve the Resource Center.

9. The proper use of the Resource Center in a free educational atmosphere is a step towards reality and the adult world for which the student is preparing to become an active member. Therefore, it should be included as a viable alternative in each teacher's planning.

10. The Resource Center is undoubtedly the epitome of the democratic process; that is, it houses in print and nonprint the knowledge of the ages. If it is not complete or is biased, efforts should be made to bring about the proper change. The fact remains that it is in this area that the student learns to gather the proper information and eventually makes decisions based on that information.

Hints

1. Teachers should make every attempt to instill in the students, as well as other staff members, that the Resource Center and the classroom are inseparable.

2. Students should be given as much freedom as possible to move between the classroom and the Resource Center in order to make the oneness a reality.

3. Resource Center personnel should be invited into the classrooms and become very much a part of the classroom atmosphere.

4. Teachers should be encouraged to visit Resource Centers and become familiar with the facilities and services offered.

5. Resource personnel, teachers, students, teams, administrators and special personnel should underline and keep paramount in their planning

the utilization of Resource Centers for the total school, given classes, units of work, and special assignments. At all times the Resource Center should be a part of all educational and curriculum planning. The classroom, and for that matter, the school, should be brought into the Resource Center and vice-versa. At no time should the Resource Center be considered a separate entity.

Evaluation

The evaluation of this activity should reflect the percentage of time spent in the center if the Resource Center is mainly supplemental to classroom and other learning experiences. For instance, a student requests or is asked to spend five hours in the language arts center to improve his knowledge and skill in the surface and deep structure of language--his evaluation should roughly indicate that amount of time. In this case, the student's evaluation could be based on the proficiency and knowledge gained. However, if a Resource Center became the place where most learning was done, then the teacher may use any of the conventional or teacher-designed evaluation methods.

NOTES

ROLE PLAYING APPROACH

Purpose

The purpose of the Role Playing Approach is to increase student participation in a learning situation. At the same time, it helps the student to better understand people, events, situations or problems.

Description

Roles are played by all of us and are a natural part of our emotional makeup. Role playing is enjoyed by students, as evidenced by the success of class plays and contests. Thus, this approach incorporates and enhances a very natural psychological element. Role playing is an excellent approach by which students may experience the attitudes and values of other persons. The student is given enough information and sufficient description of a selected role so that he may stay in character throughout the presentation. The objective of the presentation might be to change an attitude, to develop attitudes or to present information.

Example

Dan is a reporter for the local newspaper and Joe is the local United Fund Chairman. First, Dan and Joe demonstrate improper interviewing techniques and the ineffective results. Then the interview is conducted properly with acceptable results. After the interviews, the student, the teacher, or both, could ask students to identify improper and proper procedures to follow.

Procedures

1. Establish clear-cut objectives.
2. Clearly define the situation so as not to confuse role playing with the Sociodrama or

Psychodrama approaches.

3. Identify the roles that are to have interplay.
4. Prepare guidelines and suggestions for the participant in each assigned role.
5. Specifically identify the characteristics, such as age, occupation, particular problems confronting the participant and any other personal traits that should be built into the role.
6. Establish the ground rules, such as time or rounds, number of interplays or character confrontations and number of scenes.
7. Design a questionnaire or other type of evaluative criteria to assess the objectives.

Hints

1. Cue cards can be particularly helpful in the planning and carrying out of the roles.
2. Mood is extremely important and thus every effort should be made to encourage students to use any device, such as simple scenery, parts of costumes or hand props to aid in creating the desired atmosphere.
3. Ideally, a tape recorder or video tape would be useful in the final evaluation.
4. Some time should be spent discussing the role itself.

Evaluation

In short role playing situations, the teacher and/or students may make a subjective evaluation to determine how well the students performed and how well the other students responded. In extended role playing situations, the teacher could make a more objective evaluation based on the amount and quality of preparation.

SAMPLING APPROACH

Purpose

The purpose of the Sampling Approach is to afford students the opportunity to explore a number of approaches. This method is employed when students are seeking to identify with a particular approach or combination of approaches that they find compatible to their specific needs.

Description

The Sampling Approach is a means whereby a student who is not sure how he learns best is given the opportunity to work with as many approaches as he can in a given period of time.

Example

The student or students may be disinterested or confused when confronted with the question, "What would you like to do?" or better yet, "How do you learn best?" The teacher, recognizing this confusion and wanting the student to launch into some activity or project, might start out by simply explaining to the student the alternatives available to him. When one approach strikes, he tries it. If this one is not completely satisfactory, the process is continued. Ultimately, all the approaches could be used or any combination of them.

Procedures

1. The student will undoubtedly be in a quandry as to how to proceed. The student, in conference with the teacher, should discuss any or all of the approaches. When one appears appropriate, the student can then proceed to take part in a lesson by using that particular approach.
2. The student and instructor will understand that

once the task has been completed, the student probably will move on and experiment with another approach. This method or approach helps the instructor to get to know the student and the student to know himself.

3. The student will continue sampling and moving from one approach to another until he and the instructor are satisfied that he has found an answer as to how he learns best.

Hint

Some students may be genuinely confused or have a neutral or negative attitude towards school and may respond, "I don't know," when asked the question, "What would you like to do?" or "How do you learn best?" For this type of student, the Sampling Approach is a way of inventorying his interests and applying them to the process of learning.

Evaluation

As much weight should be placed on the approaches the student doesn't select as on the ones he does choose. A student should provide the teacher with qualified reasons, possibly after experimenting with the approaches, for not selecting one of the approaches with which he originally experimented. Then, the student should demonstrate a degree of proficiency in employing the approach he does select. In other words, the student should be able to analyze, organize, develop and submit a lesson in an appropriate manner, using the selected approach.

SEMINAR APPROACH

Purpose

The purpose of the Seminar Approach is to allow a small group of students to collectively select, organize and carry out an independent group study, using the teacher as a consultant.

Description

This small-group approach promotes face-to-face discussion about some topic or subject of interest to the participants. Each participant brings to the seminar research, information or material pertinent to the discussion. Hopefully, this stimulates the interchange of ideas and the analytic, synthetic and evaluative ability of each member.

Example

Elementary and secondary students interested in reading, for example, may be asked to read and take notes (or some other form of recording) on the reading selection they chose. In the seminar, the teacher may ask that one student be responsible for reporting. Another student or two should be responsible for reactions to the report, one or more for questions relating to the report or reactions, and finally another for a summary at the end of the seminar. The point is, that all students should feel a responsibility during the seminar to make it a worthwhile activity.

Procedures

1. Students should agree upon a specific topic or theme.
2. Students should recognize that each member will bring information and knowledge to the group for the purpose of discussion. Each student

should be an active participant in the discussion, taking into consideration his interests, talents and abilities.

3. Students should collectively determine each student's role, the formality level of the seminar, the specific materials for which the students will be responsible for researching, time limits that will be imposed as well as constructing a calendar of events.

4. Topics should be considered as collective enterprises. Reading assignments, as well as the previewing and perhaps showing of video materials, should be designated.

5. The teacher should serve as a stimulator and guide to the discussion, keeping the students in one direction and not letting it become a personality conflict situation or a generalized session without purpose or direction.

Hints

1. Informality, relevancy of materials and direct confrontation are elements leading to the success of this approach.

2. Dialogue and confrontation with means for resolution are imperative.

3. The initial commitment, the involvement and the eventual compromise should be sufficient reward.

4. Teachers are encouraged to allow students to carry on their own discussions.

Evaluation

The Seminar Approach can be evaluated in terms of prepared assignments, participation and a written evaluation at the conclusion of a topic or at the end of a particular time period. The evaluation can be objective, subjective, or any combination thereof, using predetermined objectives.

SERVICE APPROACH

Purpose

The purpose of the Service Approach is to allow a student to study and earn credit for performing a specific service for his fellowman. Secondly, the approach capitalizes on a student's natural interest and affords the opportunity to work with ends rather than means.

Description

Primarily based on the participation of an individual student, the success of this approach would be dependent upon the type of service. The duration, acceptability of the service and the sincerity of the student who wished to offer his service to individuals, organizations or agencies are additional considerations. The service could be to a charitable agency in the form of helping incapacitated or disabled persons, writing reports, soliciting aid, repairing equipment, furniture, or some other meaningful activity. These on-site experiences would be far-reaching in their effect on conscientious students.

Example

An illustration of the Service Approach might be a student vitally interested in the area of environmental cleanup who plans a course of action and pursues it to its conclusion. The reading, interviews and organization are implied activities, but the final result, the cleanup, is what is evaluated. One advantage of this approach is the satisfaction derived from formulating a strategy, overcoming the obstacles and arriving at a solution to a real problem.

Procedures

1. Student and teacher should have a series of conferences whereby the following is agreed upon: area of service, purpose of service, and objectives or final results.
2. A calendar of events or a step-by-step method should be constructed so that all parties are in agreement.
3. After carefully analyzing the tasks to be undertaken, the student, with the help of the teacher, should ascertain what readings, training or additional study would be necessary to participate in the service under study.
4. Transportation, resources, remuneration and materials should all be carefully considered before the initiatory aspects of the Service Approach are undertaken.
5. The student should agree to a number of conferences or other means of reporting so the teacher in charge is constantly alert to the student's needs and progress.
6. Upon completion of all objectives, the student and teacher should cooperatively evaluate the service performed in terms of quality and relevance to the original objectives.

Hints

1. The Service Approach is extremely pragmatic. Students and teachers should be conscious of changes that will occur. Thus, a folder or contract containing the original data and proposed changes would be highly recommended.
2. Teacher and student will oftentimes find themselves in areas which are unfamiliar. They should be willing to accept the prospect that original objectives may not be met.

3. This approach is excellent for the dissatisfied student; the student seeking change; or the student impatient with the status quo. It provides a means to accomplish a meaningful experience for selected students.

Evaluation

The evaluation of the Service Approach is unique in that only the end product is subject to evaluation. Furthermore, the student attempting to make some meaningful change submits the change for evaluation regardless of time or effort. The initial commitment is translated into an objective, and this objective is the sole item evaluated. The by-products of reality, satisfaction and accomplishment, are left for the student to enjoy and are not a part of the formal evaluation.

NOTES

SIMULATION APPROACH

Purpose

The purpose of the Simulation Approach is to allow students to work with a model, focusing on behavior. Secondly, this approach attempts to use the students' abilities to make intelligent assessments and decisions in situations that parallel reality.

Description

Based on the predetermined characteristics of a model, simulation is an instructional tool which involves the student in decision making, analyses and value assessment. Individual evaluation and behavior modification are fundamental to this approach.

Example

The students want to learn something about the legislative process, democracy, decision making and parliamentary procedure. The teacher sees the simulation entitled DEMOCRACY to achieve those ends. In the debriefing of the simulation, the instructor asks questions about events that occurred during the simulation. This is followed up by questions about the significance of what took place. The instructor should ask how the learning experience transfers to the lives of his students; or he may simply suggest how it does, or have a discussion in this area.

Procedures

1. The instructor should familiarize himself with the intricacies of simulation, such as the model, events, restraints, states, outcomes, rewards and objectives.

2. The instructor should familiarize himself with numerous simulation models and determine which would best suit his purpose.

3. The instructor should completely familiarize himself with the model of his choice, its procedures, objectives and specific idiosyncrasies.

4. The instructor should run the simulation through a couple sessions to become familiar with it.

5. The instructor, once familiar with the technical aspects of simulation, should train students to carry out the tasks of actually running the simulation.

6. The instructor should develop the skills of debriefing, which are by far the most important aspect of the total experience.

Hints

1. The instructions for simulation are extremely specific and it is highly recommended that teachers follow the instructions very closely.

2. It is highly recommended that a teacher and the students aiding him read all information pertaining to the simulation to minimize delays and misinterpretations.

3. Instructors should, if possible, take the opportunity to participate in simulation activities and the specific simulation they intend to employ in their classroom.

4. There are three basic levels; namely, participant, technician and director (one who does the debriefing). Students for the most part are the participants. Too often the instructors must act in the role of technician and director, which detracts from the objectivity

of the debriefing. If several students have participated previously or would like to learn how to conduct a simulation as a special activity, or project, they could assume the role of technicians. This frees the teacher from the nuts and bolts aspect and allows him to be more objective and comprehensive in the debriefing sessions.

Evaluation

The evaluation of simulation is a very sophisticated process in that human behavior, strategy and values are under consideration. A form can be followed; a discussion of success or failure or self evaluation can be employed. Taping sessions is effective. The professional judgment of the teacher as to student involvement and participation, growth and self, as well as total analysis is very important.

NOTES

SKILLS APPROACH

Purpose

The purpose of the Skills Approach is to allow students to gain the skills basic to reading, writing, arithmetic, science and other areas of study. They should be able to transfer these skills to any discipline or activity.

Description

Regardless of the learning experience, there are basic skills that attend that experience. It is encumbent upon teachers to aid their students to acquire basic skills in the most effective and palatable manner.

Example

A language arts teacher who wants his students to learn how to unlock words, goes through all the necessary steps to attain that goal. Informational sessions, application sessions and testing sessions in phonics, syllabication and other methods would be means to accomplish the objective. The activities may be curricular, as suggested above, or they may be co-curricular, such as debate, dramatics or journalistic activities.

Procedures

1. Identify the skill that the student is to master.
2. Identify the knowledge, assignments, activities and procedure of the skill to be learned.
3. The student should develop a minimum degree of proficiency in a required or chosen skill.
4. Construct a rationale that may be used to satisfy any substitution of information. For

example, a student may research a set of current topics to substitute for a specific grade level of social studies.

5. Once the topics have been researched to the satisfaction of the instructors involved, credit can be given.

6. Evaluation can depend on quality as well as quantity of work undertaken.

Hints

1. Instructors should attempt to emphasize the affective domain, that is, behavior change. The knowledge or information assimilated by the student will follow.

2. The teacher should accept the fact that as proficiency and skill progress, the amount of information assimilated by the student will increase. Thus, evaluation could be based on the student's progress in the skill selected.

3. The Skills Approach is very desirable with students involved in various extra-curricular activities, contests, and inter- and intra-school competition.

4. This approach is recommended for students whose competitive nature compels them to achieve excellence.

Evaluation

Drills, exercises, answers to oral or written questions, competitive games or formal testing would be acceptable means of evaluation. It can be accomplished by the same means the skills are evaluated. For example, if a series of debates is chosen, then a judging can be arranged to determine the level of performance.

SOCIODRAMA APPROACH

Purpose

The purpose of the Sociodrama Approach is to allow students to role-play in particular situations which center on social problems.

Description

The Sociodrama Approach is a means to examine sociological problems and to dramatize these so that they become a part of the student's experience. The unique feature of the sociodrama is the fact that the student enters into the learning arena through role playing. He is eventually bombarded on all sides by those elements which the teacher feels are necessary as objectives to learning a particular lesson or unit.

Example

A teacher may wish to teach a unit or lesson on the family, using the role-playing approach. The scene that the instructor wishes to create is simply a family council. Roles would be assigned and problems introduced to the role-playing family who would be wrestling with the problems in their search for solutions. Role identity could be a problem, that is, how should father or mother act? Allowance, hours, smoking, drinking, promiscuous behavior could all be introduced for resolution by the family.

Procedures

1. The teacher should carefully prepare a number of sociological problems from which the student may make his selection.
2. Once the selection is made, the material supporting that problem should be very carefully worked out.

3. The teacher should carefully consider the setting and the roles that will be involved in developing a particular sociodrama.

4. The teacher and student should agree upon the rules, such as time limits that will be employed to develop a certain sociodrama.

5. The teacher and student should carefully consider the role that the class will play as a particular sociodrama unfolds.

6. The teacher should carefully consider and have available a debriefing procedure. This will allow the class as well as the participants in the sociodrama to analyze the experience which they have just encountered.

Hints

1. Oftentimes it is said that the best structure is no structure, and perhaps the converse is that a good structure sometimes implies the lack of obvious restraints. Thus, a well-prepared and thought-through program is oftentimes sufficient. In this type of undertaking, there has to be room for change, flexibility and a constant striving for greater clarity.

2. Once the lesson has been established, the instructor should enlist the aid of the speech or drama instructor to provide stage settings and props, if the teacher wants a more realistic setting.

Evaluation

The student's ability to understand and perform the role chosen or assigned would be a large portion of the evaluation of this approach. The integration of what was analyzed and learned from the sociodrama with other studies could also be part of the final evaluation.

STUDENT CONTRACT APPROACH

Purpose

The purpose of the Student Contract Approach is to give the student complete freedom and latitude in designing a task, unit or course of work. The contract presents in writing the initiatory, developmentary and culminating activities. Responsibility for learning is placed on the student.

Description

The student contract is a student-oriented activity. All decisions surrounding the activity are left in the student's hands. The student selects his activity; names his activity; gives the activity direction through objectives; designs the initiatory, developmentary and culminating phases of the activity; and determines on what basis he will be evaluated. The teacher serves only as a counselor or an aid to that student. The two questions the instructor may want to keep in mind are: "What can I do for you?" and "How do you learn best?" Finding the answers to these questions, a student will be able to set up and carry out his contract.

Example

A student may wish to study the Pestigo fire. The instructor hasn't even heard of the Pestigo fire and might feel it is insignificant. The student, however, might inform the instructor that the Pestigo fire was far more devastating and severe than the Chicago fire and occurred the same day. Once the instructor is convinced that such a study is noteworthy, he would then aid the student, entitling the study, giving it objectives and taking it through all of its stages to the final evaluation. The advantage to this particular method is that it begins with what is of interest to the student. His bag of cognitive knowledge may not be

the same as everyone else's when he has completed his project, but it certainly will be full.

Procedures

1. The student will present himself to the instructor for a series of conferences.
2. A written document will be submitted for approval, which will, in a sense, explain the objectives, the initiatory activities, the developmentary and culminating activities, along with target dates and evaluation. The student and teacher may use a predesigned form with conference time as a major component.
3. Once the contract is in writing, the student should begin the task of completing that contract.
4. The student should arrange a series of progress conferences with the teacher so he does not lose sight of the final goals or objectives.
5. The student would then complete the work and present it to the instructor to finalize his commitment.
6. The key to the student contract is that the student, with the help of a teacher, designs, performs and concludes a given task.

Hints

1. Use a well thought-through contract form. This form, when completed, can firmly embed in the minds of all parties concerned the exact nature of the task. It can spell out the responsibilities of the teacher as well as the student.
2. Students who are homebound, who may have a particular interest, or who may be involved in

travel or in some other away-from-school activities, might find this approach beneficial to their needs.

3. The major difference between an Independent Study Approach and the Student Contract Approach is that the latter underlines student interest, whereas the independent approach usually means taking an existing course in an independent fashion.

Evaluation

A simple way to evaluate this approach is that a student may receive a "C" if he does what is on the contract and in an acceptable manner. If he does virtually nothing or in a slovenly way, he may receive an "F," if less than on the contract or in a less than acceptable manner, a "D." If the student does more than is specified on the contract, "A," dependent upon any other considerations the teacher wishes to accept or make.

NOTES

SYSTEMS APPROACH

Purpose

The purpose of the Systems Approach is to allow a student to move through a particular program of studies at his own rate. Sufficient fail-safe measures should be built into the program to make the entire study valid.

Description

The Systems Approach is essentially a contained method of learning. In most cases there is material to comprehend, followed by a rather elaborate system of evaluation. The student answers a series of questions. Whenever a particular question is answered incorrectly, he is directed towards other questions which clarify his response. If he misunderstands the question, he merely goes on to his so-called check question; and if the student does not answer the check question correctly, he is redirected to some other type of activity, such as reading or additional exercises. Once they have been completed, he continues his evaluation until such time he successfully completes the required number of responses. As the title suggests, the Systems Approach is a complete entity based primarily on the successful completion of the objectives.

Example

The SRA reading lab is a fine example of the Systems Approach. The student is given some overall instructions by the teacher and sets about on his own to complete the tasks at hand. Those tasks might take a month, a semester or the entire year. When a student has completed a series of tasks, the instructions will inform him or redirect him to continue the program or to make arrangements to have a conference or an evaluation with the instructor.

Procedures

1. Carefully consider the materials that you wish to purchase. Be certain that they do those things that you want them to do.
2. Become very familiar with the materials even if it necessitates working the materials through yourself one or two times.
3. Spend all the time necessary to introduce the materials to the student who will be using them.
4. Inform the student that even though he might be pursuing a course of study independently, you are available. Please underline this point.
5. Take the initiative to call the student or set up appointments to encourage and reinforce the student in terms of his progress.
6. Establish a rather comprehensive final conference so that the work undertaken ends on a personalized note.
7. Inform the student that if at any time this approach is not working out satisfactorily, he will be permitted to change, receive credit and pursue his study using a different approach.

Hints

1. Carefully consider the ramifications of this approach, for it does in many cases eliminate the one-to-one relationship between student and teacher.
2. Units using the Systems Approach are available commercially. It is strongly urged that teachers do not spend their time attempting to develop materials.
3. If teachers wish to pursue the development of materials, it is highly recommended that they

use behavioral objectives to ascertain the level at which students enter the system.

4. This approach could be employed occasionally for home-bound students, students seeking independent courses or off-campus type students.

Evaluation

An important consideration of this approach is that no student should fail. Since the main objective is to have each student possess minimal knowledge and skill in a given discipline, students should be given the opportunity to succeed, whether it takes him one semester, one or two years to do so. How well and how soon the student learns the subject may well determine his grade.

NOTES

TEACHER-ORIENTED CONTRACT APPROACH

Purpose

The purpose of the Teacher-Oriented Contract Approach is to allow students to move at their own pace while under the direction and supervision of an instructor, using teacher-directed activities. This type of contract enables students to obtain and meet the general and specific objectives of a particular course.

Description

A teacher-oriented contract or series of contracts enables students to accelerate at their own pace. The contract is a type of assignment sheet that clearly identifies objectives, procedures and evaluation and is more explicit than the traditional assignment. Furthermore, the contract has flexibility and does not have to be limited to the day-by-day activities as is generally found in the typical assignment.

Example

CONTRACT NUMBER: EL-400-012.0

DESCRIPTION: Chaucer's Canterbury Tales

PREREQUISITE: EL-601-011.0

BEHAVIORAL OBJECTIVES: The student will be able to discuss the framework and characters of Chaucer's Canterbury Tales in a graded small group discussion. Write a brief synopsis on how The Canterbury Tales reflect the medieval times. (To be turned in at the beginning of the small group discussion.) Be able to discuss what kind of stories the individual characters might be expected to tell and why.

INSTRUCTIONAL EXPERIENCES: Read the following pages in Pooley, Robert C., George K. Anderson,

et. al., England in Literature, Scott, Foresman and Company, 1963: Chaucer, pp. 65-66. "Prologue," pp. 68-78. "Pardoner's Tale," pp. 78-82, or any other tale from Canterbury Tales.

Read handout and complete worksheet EL-400-012.2

Attend small group discussion.

Small group evaluation

10 points--awareness of group needs
10 points--ability to organize, summarize and move discussion
30 points--individual contribution to discussion

LEARNING AREA TAXONOMY: Cognitive; analysis

PRE-TEST: None

Procedures

1. Prepare a set of contracts that will allow the student to move from one stage of development to the next on a particular topic or discipline.
2. The student should be able to move at his own rate with very little help or direction from the teacher, thus the contract should be self-explanatory with explicit directions.
3. The teacher should carefully go over the format of the contract with the student so that the student will not get bogged down in construc-tional mechanics.
4. The teacher should provide the student with a carefully prepared set of procedures, sample contracts, alternatives and objectives.
5. Students should be allowed to freely select the contracts and move at their own rate.
6. The teacher should have available answer sheets and other forms of check devices for a system of built-in student evaluation.

7. The teacher should encourage progress-type conferences to determine the student's progress, problems and strengths.

8. A probationary period should be built into the procedures. Once a student is able to move freely and without difficulty or feels comfortable, the probationary period would culminate in a final approval for the student to proceed.

9. The final conference should be established well in advance and should concern itself with the culminating activities and evaluation.

10. A student should be able to leave the final conference knowing his grade, achievements and problems.

Hints

1. Be particularly alert to specific needs of your students. Students may need reinforcement, additional evaluations and realistic criticism and encouragement.

2. Be particularly sensitive to the fact that complacency or boredom could set in as a result of the written nature of the contract approach.

3. Suggest, after a series of successfully completed teacher contracts, the possibility that the student may wish to use the Student-Oriented Contract Approach.

Evaluation

The student should be aware of his ongoing evaluation by the completion of contracts and contingent responsibilities. The contracts should also indicate any other evaluative criteria used to determine a final grade. Pre-test and post-test results can be significantly measured. Objectives and their completion can be easily ascertained in that the contract is in writing.

TEAM TEACHING APPROACH

Purpose

The purpose of the Team Teaching Approach is to utilize the talents, interests, abilities and expertise of several staff members in a combined effort.

Description

The Team Teaching Approach utilizes the intense interests, talents and motivational skills of more than one teacher to present a unit of learning to students. The team may be comprised of specialists in a given area or topic who may or may not be employed by the school, such as volunteers or paid personnel. Those persons making up the team combine their interests, talents and abilities to develop, execute and evaluate a particular program. A balance as well as diversity is essential.

Example

Three teachers, a history, an English and a science teacher, together with two students who have exhibited talent or interest in the three fields, become members of a team. The team's main objective is to help students understand a particular locale in the United States, such as Colorado. The first task would be to get together and discuss the commonality found in the literature, history and science of this area. At this point the literature teacher could bring forth stories, novels, magazine articles, pop or dated literature related to Colorado. This could also hold true for the history teacher; he would gather materials that would reflect the persons, places, dates and events of special significance to Colorado. The science teacher could demonstrate, using experiments, and discuss the lesson based on ecological problems.

Collection of data on fossils, minerals, various kinds of phenomena found in the Colorado region could also be included. The science teacher could talk about the geological formations and other related scientific data that would give a student a complete picture of the physical environment of Colorado.

Procedures

1. Once a Team Teaching Approach has been suggested or agreed upon, it is highly recommended that the staff involved come together in a natural way. An indiscriminate appointment of a team should be discouraged.
2. Team members should be encouraged to construct a vita which will serve two purposes: (1) give the teacher an insight into his personality via a personal inventory, and (2) allow teachers who will be working with one another to become better acquainted with each other's expertise, as well as interests and hobbies.
3. The team must utilize the most effective traits of the individual team members in a total team manner.
4. Planning together is essential to the success of team teaching. The team should establish short and long term goals and objectives.
5. The team should spell out the duties of each team member.
6. The team should agree on evaluation procedures for the cooperative unit or program of work.
7. Team members should meet daily to discuss their objectives and progress to date.
8. Team members must make every effort to keep all lines of communication open.

9. Team members must bear in mind that they are to work as a total unit and not as individuals.

Hints

1. Bear in mind that team teaching is not turn teaching--teachers do not take turns teaching.
2. All teachers should be encouraged to be available during any particular presentation.
3. A team does not develop in a week or a month. It takes a much longer period of time for the blending and melding which eventually brings to the forefront the best in each and also the recognition of the limitations each possesses. Eventually a team can reach the point in its self assessment that it will recognize its own total limitations. Then it can make recommendations as to the modifications and specific training needed to make it more effective.

Evaluation

Evaluation of the students should be from two different points of view--general and specific. The students could be tested on the common objectives of the total team and also on the specific objectives of each team member. This could be done by means of projects, written or oral reports, scrapbooks, pictures or any other medium the team finds acceptable. Evaluation of the teaching team would be based on the improved learning process, the satisfaction of team members and students and separate involvement and contribution toward a coordinated curriculum.

THEMATIC APPROACH

Purpose

The purpose of the Thematic Approach is to allow the student to select a theme of his choice and expand this theme into other areas of interest.

Description

Relevancy is fundamental in the Thematic Approach, for the theme must be acceptable in order for the student to profit. The student might choose leadership or honor as a theme. Then he correlates his learning experience with the theme, whether in pictorial, written (prose, poetic) or oral form.

Example

Paul, a senior in literature, chooses "courage" as the theme he wishes to study and develop. He may select such varied works as Beowolf to Profiles in Courage, and he may include readings on Johnny Tremain, Jean D'Arch, Jesus Christ, plus more contemporary persons who exemplified their courage in Vietnam and Korea. Then the student, or the teacher, may suggest that he discuss the characteristics (similarities and differences) of courage as demonstrated by different persons, to ascertain if courage is what we think it is. In other words, the student may progress from convergent to divergent and back to convergent thinking in order to properly develop his thought processes.

Procedures

1. A list of 15-20 themes, or examples of themes, should be prepared by the teacher.
2. The student may use the list or suggest his own theme. The list only serves as a point of departure.

3. The student identifies the medium or media which he intends to employ in his study.

4. The student should, with the help of his teacher, list the limitations, such as time, place or event.

5. A student should construct a bibliography and list the materials that he will be using.

6. Target dates should be established which will indicate initiatory, developmentary and culminating phases.

7. The student should indicate the specific manner and time of his final report.

Hints

1. An essential ingredient in the Thematic Approach is the establishment of a workable partnership between student and teacher.

2. Since the Thematic Approach contains a wide variety of flexibility, procedures should be established, such as conferences or reports to indicate the progress at specific times (weekly or biweekly).

3. Perhaps the use of objectives and the completion of the objectives might be one way to satisfy this requirement.

Evaluation

Students should be evaluated on the adequacy of the materials chosen, their ability to delineate and assimilate ideas into meaningful synthetic thought, and on the effectiveness and quality of their reports. The evaluation should follow the phases of development so that students have an idea of how well they are progressing.

TOTALITY APPROACH

Purpose

The purpose of the Totality Approach is to pursue a given topic to its conclusion. This pursuit could last a month, a year or several years or might lead to a career and thus be without end. Integration of subject matter as it relates to one subject or part of one subject is a primary concern of the Totality Approach.

Description

Implicit within the Totality Approach is the fundamental concern of unifying knowledge and understanding into a conceptual framework. The analytical, synthetic and decision-making processes would facilitate the study of such ideas as progress, truth, beauty, justice, honor, epicureanism and monotheism.

Example

The Totality Approach, as opposed to the Conceptual Approach, moves the student from the specific to the general. For instance, the student selects a topic such as man, life or death, and seeks understanding by continuous exploration of the topic of his choice. In essence, the Totality Approach is a study without end. If a student selects the topic, "man," he might explore man's spiritual, political, social and economic makeup. The study might last the entire year. It leaves the student with the notion that there are studies without end.

Procedures

1. The student should identify as specifically as possible the area of study he intends to pursue.

2. The student should have convincing evidence that serious thought has been given the choice, and perhaps that the topic had been pursued previously for a period of time.

3. The student should recognize that the topic which he is pursuing is related to all other knowledge; and thus to understand his topic choice, he will undoubtedly have to pursue and understand many related topics.

4. Serious students electing the Totality Approach should give careful consideration to a personalized curriculum centering around the topic. Thus science, speech, typing and/or literature could be elected to supplement and complement the chosen topic.

5. The student and teacher should design objectives that might appear to be plateaus. Upon reaching a given plateau, an evaluation and assessment could be made. They might indicate that additional work should be done in related areas, or new direction or goals set.

6. It is highly recommended that weekly conferences to view the progress and to assess the work completed to date should be a standard procedure. Perhaps the plateaus should be assessed or evaluated on a semi-semester or semester basis.

7. Teacher encouragement is essential to broaden the topic so that it becomes comprehensive and inclusive. Student interest is the focal point of the Totality Approach.

8. Pre and post test sequences can be built in to measure the student's progress.

Hints

1. It is highly recommended that a s e r ies of

conferences preclude any commitment to the approach.

2. The instructor should be fully convinced that the student is sincere and has a deep interest in the subject area chosen.

3. The subject area or topic should only be considered a point of departure and a step-by-step pattern should be put into motion that eventually will take under study all facets of the curriculum. This process should be promoted by the teacher; but at the same time the teacher or instructor should use enough diligence that the process becomes a natural growth, rather than directed or imposed activities or assignments.

4. The Totality Approach is designed for the mature and sophisticated student. A high level of intellectual interchange is necessary for the success of this approach. It is recommended for use with superior students.

5. Small informal sessions are most desirable.

Evaluation

The evaluation of the Totality Approach is a rather delicate and professional undertaking. The instructor must be able to recognize the intellectual growth and progress the student is undergoing. Papers could add an element of objectivity to the evaluation but might at the same time have an adverse effect. A student contract (see Student Contract Approach) would be the best vehicle to evaluate the Totality Approach, for it gives direction and establishes a commitment on the part of the student and teacher.

TRADITIONAL APPROACH

Purpose

The purpose of the Traditional Approach is to have available for students, "teacher-directed activities," encompassing objectives, projects, instruction and evaluation.

Description

The Traditional Approach includes any of the more common learning methods found in secondary and elementary schools. Labeling this approach "traditional" does not make it less acceptable or uninteresting. Teacher-prepared assignments, activities and tests, together with textbooks and lectures characterize this approach. It is very successful with many types of students, for it encompasses order, stability and stages of development.

Example

Whether it be language arts in the elementary school or English in the secondary school, the responsibility for the assignments, the subject matter, the activities and the testing are that of the teacher. The teacher knows the subject matter, the students and how much they should learn in a given grade. The learning is divided into units and the units into daily plans for the attainment of the teacher's goals.

Procedures

1. The Traditional Approach usually follows the dictates of a specific curriculum design or a particular teacher's way of planning. Thus the procedures should be in light of how a student would examine the characteristics so as to

determine which teacher or curriculum he would prefer to follow.

2. A student should discuss with the teacher the course and educational objectives the teacher might be pursuing.

3. A student should discuss with the teacher the general requirements of the course which might include attendance, readings, written assignments, activities and their respective time allotments.

4. A student should discuss with the teacher the overview of the course which will give the student a notion as to whether the course will be general or specific in its content.

5. Students should discuss with the teacher the type(s) of evaluation to be used and how often they will be evaluated.

6. They should also discuss with the instructor the grading system employed, the weight that assignments, tests and projects will have on the final grade.

Hints

1. The Traditional Approach has proven to be extremely successful and has certain built-in features or assurances which many of the other approaches do not have. Thus, if a student can complete the tasks assigned, he will be assured a passing grade.

2. This approach is highly recommended for students needing direction and structure, and is often successful with students who are unfamiliar with the instructor or the instructor unfamiliar with students.

3. This approach can be used for all levels of

achievers with one basic consideration--student choice.

Evaluation

The evaluation of this approach can be along the traditional lines of pre and post tests, assignments and reports. For the most part it can be objective, with a degree of accuracy being insured by the number of performance tasks.

NOTES

TRAVEL APPROACH

Purpose

The purpose of the Travel Approach is to allow students an opportunity to travel as an individual, small or large groups, and to receive credit for the experience.

Description

Colleges and universities have granted credit for various travels, including schools aboard ships. To employ this approach as a regular method of learning at any level is the important idea. A student could then convert any trip into an educational experience by making prior arrangements, outlining educational activities during the trip and summarizing the experience at the end of the trip. Travel in itself is an education, and harnessed by a careful plan, can be a very successful and rewarding experience.

Example

A student wishes to tour Washington, D.C., as a part of a political study. Visitations enroute as well as at the destination can be planned. Additional work in research, writing, library and art can be accomplished and correlated into one total experience. The initial objectives and culminating activities should equate except where reason dictates a change--flexibility should be a key word.

Procedures

1. Students should, in cooperation with instructor, determine the feasibility of the Travel Approach from the viewpoint of cost, administration, legal aspects and supervision.

2. Students should, in a series of planning sessions, design an itinerary with specific interest and educational stops.

3. Students should work with various teachers to work out the credit and substitution possibilities; thus math, science and social studies teachers could be involved.

4. Students should be responsible for the organizational aspects to satisfy administrators, teachers and parents.

5. Preparatory letters should be sent to alert and confirm supervising personnel, areas of interest to be visited and food and lodging accommodations.

6. Cost responsibilities, as well as chores and duties, should be spelled out so that all students are aware of their total commitment.

7. A formal understanding between student and teacher, such as a written contract, is advisable to eliminate possible misunderstandings.

8. Preliminary assignments should be made that will add and enhance the visits.

9. Specific projects, culminating activities and final evaluations should be agreed upon.

Hints

1. Planning and organizing is a valuable experience and should be considered as a part of the total Travel Approach.

2. It is highly recommended that students plan and gather visible evidence to use in their final evaluation, culminating activities or projects.

3. The experience of living together, solving and resolving problems is an experience that all students should eventually encounter.

4. Travel differs from Field Trip in that travel is of a longer duration and greater distance.

5. The Travel Approach has been successful for all grade levels and achievement levels.

6. The major difference between the Travel and Vacation Approach is that the student, in the Travel Approach, sets out to learn through travel, not reading, projects or other means. The Vacation Approach is usually a family outing with a side benefit of having an educational experience.

Evaluation

The evaluation of the Travel Approach can be objectively realized by evaluating the end product in terms of the predetermined goals. Reports, completed itinerary, readings, pictures and a travelogue can all be assembled as a culminating activity. Again, the total experience can be beyond an objective evaluation--a subjective and professional evaluation would be in order.

NOTES

VACATION APPROACH

Purpose

The Vacation Approach allows students to pursue academic goals when the regular school year is not in session, bringing together the academic world and the world of leisure to support the notion that learning and fun can be compatible.

Description

The Vacation Approach is one of the most exciting and involved learning situations that a student may choose. Once the student has determined where he and his family will spend their vacation, the teacher aids the student to more fully enjoy and better understand the experience he is about to undertake. Furthermore, the teacher aids the student in designing what might otherwise be a vacation into a recreation and educational experience that could carry full credit and substitute for a given unit, semester or course. It is highly suggested that a formula be established; that is, somehow hours in the classroom be equated to hours of involvement; general assignments, projects and books be equated to some logical or reasonable activity.

Example

A student may be going to visit Gettysburg during his summer vacation. The teacher may be able to help the student select books, point out other sites along the way and suggest resource people, movies, or a project or activity that might aid in making the whole visit more meaningful and memorable. This approach has particular appeal to parents in that it creates a situation where parents and children sit down together and plan their vacation. This is practical public relations.

Students suggesting places to stop and being excited about the total experience is more acceptable to parents than his reading comic books during the vacation and then asking the proverbial question, "When will we get there?"

Procedures

1. The student should list the possible vacations that he and his family might engage in.
2. The student should list possible activities correlated to each of the above vacation plans.
3. A series of conferences with the student and his parents can help ascertain the most likely vacation trip for that family.
4. Recommend to the student, as well as his family, books and articles that might be read by all as background for the trip they will be taking.
5. Auto clubs, oil companies and other members of the family may help the student set up an itinerary. Star the places that will be visited.
6. Set up a journal, log or scrapbook, subdivided in terms of the stars that appear on the map.
7. The categories of the log may include a list of activities and responsibilities that the student will undertake to develop his course of study.
8. Establish the culminating activity.
9. Arrange for a pre-final conference or a series of conferences that will aid the student to prepare for his final meeting and to culminate his activity.

Hints

1. Preparation of the Vacation Approach should begin early in the school year.

2. Establish a written commitment with the student so that the student knows what his responsibilities are.

3. Utilize a traditional culminating activity and, if at all possible, have a visible project to display to other students and teachers--scrapbook, report, slide stories and other media.

4. It is highly recommended that the materials read be listed as part of the written commitment. This may include books, brochures, pamphlets, newspapers and magazines. This type of evidence gives substance and quality to such an activity as the Vacation Approach.

Evaluation

The culminating activity, which should incorporate all steps of the approach in some manner or another, should be evaluated in terms of the objectives. Also, the adequacy of a student's preparation for the vacation, the keeping of appropriate records and the reporting of the vacation in an acceptable manner -- this could include commercial materials such as brochures, decals and other printed or photographic materials.

NOTES

VALUE APPROACH

Purpose

The Value Approach allows students to examine and prioritize their own value set in terms of their goals, ideals, peer groups, superiors, community and environment. This approach aids the student in developing the skill of self assessment. Hopefully, the student can state clearly and objectively those factors, conditions, events and pressures that he holds sacred.

Description

The Value Approach essentially works with those intangibles which we as individuals might cherish. A person's values are in a constant state of fluctuation and change. The Value Approach is fundamentally designed to help a person to understand the formulation of values. The selection of a value set and the considerations of how to implement the values selected is a peripheral advantage.

Example

A group of students who allegedly agree that they are against all forms of violence set out to test their beliefs. They engage in simulations, exercises, discussions and real-life situations to evaluate their empirical responses. They may decide that they believe in non-violence, but that they are not non-violent themselves; at least, in all cases. They will have to resolve this supposed contradiction as part of a value set.

Procedures

1. Student and teacher should set up a series of conferences to list and assess the student's present values and identify the goals which the student will seek.

2. An instrument or psychological test should be selected to identify and evaluate the student's personal value set in an objective manner.

3. The values that were identified as a part of the evaluation should be prioritized.

4. Values specifically identified to accomplish desired end product should be reprioritized.

5. Student and teacher should determine what means will be employed to establish the new values. Readings, conferences, visitations and observations are some of the means that could b e utilized.

6. After a satisfactory means has been developed by the student and teacher, the student would proceed to explore the selected concept.

7. Upon completion of the study, the student should look at items he listed during initial stages of the study to determine the feelings he had. He should ascertain whether or not a change had taken place and whether he really accepts the change.

8. Teachers should agree upon a method to evaluate the student's progress; for once the student is introduced to this approach, it will be an ongoing occurrence in his life and, hopefully, never will have a culminating phase.

Hints

1. Teachers should recognize that the Value Approach works with the recognition, identification and assessment of a student's values.

2. Students should become familiar with Bloom's affective taxonomy.

3. Students and teachers should recognize that values are in a constant state of change.

4. Students and teachers should recognize that all decisions, regardless of their magnitude, are based on a person's values. This approach essentially gives the student the opportunity to work with this extremely important area within his personality.

Evaluation

The amount of effort and the degree of involvement should be two of the major criteria in evaluating this approach. A teacher should not force students to change their values (it generally wouldn't work anyway), but should help them and encourage them to see and experiment with attitudes and questionable values. The teacher then may evaluate the steps--the logic, organization, analyses and structuring of attitudes and values.

NOTES

ABOUT THE AUTHORS

Jerome R. Jekel, Associate Professor of Education and Chairman of the Division of Education at Mary College, Bismarck, N.D. His involvement in education for the past 22 years includes: teaching social studies in traditional high schools; innovative instruction and Research Coordinator at Wilson Campus School, Mankato, Minnesota, one of the most innovative schools in the country; conducting educational programs in Minnesota state hospitals; impelmenting a behavioral modification program at the Minnesota Security Hospital, St. Peter; conducting workshops in innovative education and self image in Minnesota, North Dakota, and Wisconsin; Indian Teacher Corps; and teaching and assisting in the development of new and innovative educational programs on the college level. He received his B.Ed. from Wisconsin State University, Whitewater; M.S. of Ed. from Northern Illinois University; and Ed.D. from the University of North Dakota.

Robert E. Johnson, Associate Professor of Education and Director of Graduate Studies, Mary College, Bismarck, North Dakota. He has 17 years of experience: four in high school, three in junior college and ten in college and university teaching. These experiences include teaching in Wverzburg, Germany; being Base Education Officer, Grand Forks AFB, director and instructor in workshops in innovations, English, Indian Studies, Career and Community Education. Positions include teaching, Chairman of Education, Director of Graduate Studies and Director of Summer School, State Project Di - rector of Head Start. He received his Ph.B., M.A. and Ed.D. degrees from the University of North Dakota, and did graduate work in English at the University of Minnesota and the University of Birmingham, England.